

Pre-College English for Tibetan Speakers

མཐོ་རྒྱལ་སྐད་ཀྱི་ཡིག་རྒྱལ་གཞི་རྩ་གནད།

高原英语：高考知识点

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Unit 1: Describing Ourselves

Vocabulary 1: Personality and behavior

What is personality? Personality is _____.

Write a few words below that describe your personality.
Then, compare with your friends.

You: _____ Your friend: _____



What is behavior? Behavior is _____.

Write a few words below that describe your behavior now and when you were a child. How have you changed?

Now: _____ Child: _____



What is judgment? How do we judge people when we first see/meet them?

Famous personalities: for each of the adjectives below, think of a famous person (living now or in history) or a person you know whose personality the word describes. Then, write a sentence about them using the vocabulary word.

Ambitious - Napoleon (拿破仑 རྒྱ་པོ་ལེན) was very ambitious – he wanted to be king of Europe!

Sensible - _____

Patient - _____

Impatient - _____

Supportive - _____

Unreliable - _____

Considerate - _____

Practical - _____

Idealistic - _____

Generous - _____

Stingy - _____

Egotistical - _____

Modest - _____

Energetic - _____

Enthusiastic - _____
 Curious - _____
 Brave - _____
 Cowardly - _____
 Creative, original - _____
 □ NB: original has two meanings; the other is 原来 ཆེས་ཐོག་མ།
 Independent - _____
 Intelligent - _____
 Resourceful - _____

Reading: On the Way to Zekog

Last Saturday, Tsering went to Zekog to meet an old middle school friend. Because he hadn't seen his friend in over a year, he was very excited and enthusiastic. He couldn't wait to get there, so he decided to take a car instead of the bus – as the car would get him there faster. But in the end, this car, which he had thought was the sensible choice, didn't get him to Zekog very quickly at all.

The driver was a young man, who at first seemed nice enough. He was very curious, asking lots of questions about what Tsering did and where he was from. Tsering asked him several questions about his life, and soon saw that the driver was very ambitious – he planned to start several different businesses and companies so he could become rich. He wanted to start them by himself, he said, as he'd always been independent from others and hated having to depend on others for help. He was clearly very intelligent and able to make these businesses successful by himself.

But Tsering also thought he seemed a bit egotistical; he talked constantly (一直 ཉག་བྱ།) about his money, the things he owned, his wife, his appearance, as well as everything he would soon have once he earned enough money. As he talked, the other passengers in the car became more and more distrusting. "This man is too proud," said the man sitting next to Tsering. "I don't trust people like him – they're too unreliable. You never know what they'll do."

The driver started driving so fast that Tsering could barely see the trees outside the window. "Please slow down!" said Tsering. "I've been in many car accidents, and I'd rather go more slowly."

"Don't be so cowardly," said the driver. "Brave men aren't scared to drive fast."

"And you should be more kind and considerate to your passengers," said another passenger to the driver. "I know you're confident that you can drive both fast and safely, but what about the other cars and drivers on the road? They may not be as skilled."

That made him angry. "You should trust me to get you to Zekog safely. Stop worrying and just let me drive."

That quickly stopped the conversation. That is, until the driver turned the car off the main road and started driving up a narrow dirt trail.

"Where are you taking us?" the passenger next to Tsering asked.

"Be patient," said the driver. "I have to pick something up from a house up here."

By the time the car had gone 45 minutes up the dirt road, the passengers were starting to get really impatient – and suspicious (多疑的 རྟོགས་གཞི་ཅན།). Tsering and his fellow passengers had asked the driver to take them to Zekog; instead, he was taking them far up a dirt road into the countryside. “This is crazy,” Tsering said quietly.

The car soon stopped in front of a small courtyard house in the middle of barley fields. There were no other houses around.

“Get out of the car,” the driver said. “Why?” Tsering asked. And that was when they saw the knife.

“What are you doing?” Tsering asked him. “I’m going to hold you all here until your friends and families pay a ransom (赎金 རྒྱ་ཡོན།)” he said. “I told you all about how I wanted to make money quickly: well, I’m a creative, original guy. When I saw you coming into the car, I thought that perhaps you came from rich families. That gave me an idea: how better to make money quickly than to simply steal it from you and your families?”

“But we already gave you forty yuan each for the ride!” another passenger said. “Isn’t that generous enough?”

“Don’t be stingy with me,” the driver replied. “I want your money. And I’m going to get it. I’m not doing this alone – I have other friends here to help me.”

With that, six big men came out of the house nearby. Tsering quickly started to think: how could they all escape? It wasn’t practical to simply run, as two of his fellow passengers were old men who didn’t look energetic enough to get away from the captors (劫持者 འཛིན་བཟུང་བྱེད་མཁན།). Tsering quickly looked around...and saw several horses grazing behind them. He whispered his plan to Lhamo, the passenger standing next to him.

“I think that plan is pretty idealistic” said Lhamo. “I don’t know it will work in the real world. It sounds like something from a movie. But we don’t have many choices. So I’m supportive – I will help you. Let’s do it.”

With that, Tsering and Lhamo ran to the horses and jumped on their backs. They drove the horses towards the captors, who quickly scattered, running away in fear. Tsering and Lhamo gathered up the other two passengers and quickly rode the horses down the road. The men who had tried to kidnap (绑架 བཙན་བཟུང་བྱེད་པ།) them were shouting and throwing rocks, but soon Tsering and the others were too far away for their captors to reach them.

The four escaping passengers finally arrived at the main road and found a bus to Zekog. The two older men thanked Tsering and Lhamo again and again. “You were both so resourceful,” they said. “If you hadn’t gotten those horses, I don’t know what we would have done.”

“It was nothing,” Tsering said modestly. “We just did what we needed to.”

Four hours later he was in Zekog. The whole trip had taken nearly eight hours from Rebgong. “If only I had taken the bus,” he thought to himself sadly.

Reading Comprehension Questions

1. What did Tsering do last weekend? How was he feeling about it at the beginning?

2. Why did Tsering choose to take a car rather than a bus?

3. Describe the driver's personality (2-3 sentences).

4. How did the passengers feel about the driver's driving?

5. Where did the driver take the passengers?

6. How did the passengers feel as they went up the dirt road?

7. What happened at the end of the dirt road?

8. What did the driver want from the passengers?

9. What did Lhamo think about escaping?

10. How did Tsering escape? Describe his plan.

11. What did the other passengers praise (夸奖 གཞེངས་བསྟོད) Tsering and Lhamo?

12. How did they get to Zekog in the end? How long did it take?

13. How would you describe Tsering's personality?

14. What would you have done in this situation?

Grammar: Review of simple/continuous verb forms

- ☐ I eat yogurt every day.
- ☐ I am eating yogurt now.



How are these sentences different?

The first sentence is in the _____ tense, while the second is in the _____ tense. The continuous tenses describe something that is happening (and not finished) at one time (the "NOW"). For example, the simple past and past continuous:

- ☐ I ate yogurt yesterday.
- ☐ I was eating yogurt yesterday evening when you called me on the phone.

And the _____ and _____ tenses.

- ☐ I will eat yogurt tomorrow/I am going to eat yogurt tomorrow.
- ☐ I will be eating yogurt for dinner tomorrow/I am going to be eating yogurt for breakfast tomorrow.

Simple present 一般现在时 སླིབ་བཟང་ད་ལྟ་བཤ།	Actions/situations not connected to time, such as repeated or usual action (+ every day, usually, never, always, etc.) or facts. 表示总是，通常，习惯性，存在的事件或情况；它们现存在、过去存在、将来也存在 (+ every day/usually/never/always/etc.). སླིབ་བཟང་ད་ལྟ་བཤ་གི་གོམས་གཤེས་རང་བཞིན་དུ་གུར་ཟིན་པ་སྟེ། དཔེར་ན། འདས་པའི་དུས་སུ་བསྐྱབས་པ་དང་ད་ལྟ་ཡང་སྐྱབ་བཞིན་པ་མ་འོངས་ཡང་སྐྱབ་ཏུ་ཡིན་པ་སྟོན་པ་ཡིན།
Present Continuous (Progressive) 现在进行时 ད་ལྟ་བྱེད་བཞིན་པ།	Something that is happening now or in a longer, extended now (this month, this week, this year) 表示现在正在进行（而可能会进行下去）的事件。 ད་ལྟ་བྱེད་བཞིན་པ་གི་ད་ལྟ་དངོས་སུ་བྱེད་བྱིན་པ་སྟོན་པ་དང་ད་དུང་དུས་ཡུན་རིང་བོའི་ནང་བྱེད་ཏུ་ཡིན་པ།
Simple past 一般过去时 སླིབ་བཟང་གི་འདས་པ།	Something that happened in the past and is now finished (+ in/on/at [time], ago) 表示过某个特定时间发生的事件，开始于过并且结束与过去。 (+ in/on/at [time], ago) འདས་པའི་དུས་ཚོད་ངེས་ཅན་ཞིག་གི་ནང་དུ་བྱུང་ཟིན་པ་དང་། ད་ལྟ་དངོས་སུ་བསྐྱབས་ཟིན་པར་སྟོན་པ།
Past Continuous (Progressive) 过去进行时 འདས་པའི་བྱེད་བཞིན་པ།	Something that was happening continuously at one specific time in the past (the “now” of the past; 当时). Often used with the simple past for something that was interrupted (stopped) by another time/action. 表示在过去某一特定时间正在进行的事件。平常跟一般过去时同一个句子用的，表示在过去突然停的进行事件。 འདས་པའི་དུས་ཚོད་ངེས་ཅན་ཞིག་གི་ནང་དུ་བྱེད་བཞིན་པའི་དོན་དག་ཞིག་སྟོན་པ།
Simple future 一般将来时 སླིབ་བཟང་གི་མ་འོངས་པ།	Something that will happen at a time in the future. Use “will” or “be going to”. 表示将发生在将来的某个特定时间的事件。 མ་འོངས་པའི་དུས་ཚོད་ངེས་ཅན་ཞིག་གི་ནང་དུ་འབྱུང་ཏུ་འདོན་ཏེ།
Future continuous (progressive) 将来进行时 མ་འོངས་པ་བྱེད་བཞིན་པ།	Something that will be happening continuously at one specific time in the future. 表示在将来某个特定时间正在进行，而且可能会继续的事件。 མ་འོངས་པའི་དུས་ཚོད་ངེས་ཅན་ཞིག་གི་ནང་དུ་བྱེད་བཞིན་པ་མ་ཟད། མཐུན་དུ་བྱ་ཏུ་ཡིན་པའི་བྱ་བ་སྟོན་པ།

We use the simple present to describe _____.

We use the present continuous to describe _____.

We use the simple past to describe _____.

We use the past continuous to describe _____.

We use the future simple to describe _____.

We use the future continuous to describe _____.

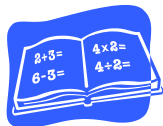
Exercise 1: Complete the conversations following the example below (speaking)

A: Are you still eating yogurt? You were eating yogurt when I saw you an hour ago!

B: I eat yogurt every day. It's so healthy!

A: But maybe you are eating too much yogurt. You should eat some bread instead.

B: Maybe...but I really like to eat yogurt. Thanks for the suggestion, though!



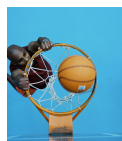
1. Tashi, do math homework, good for his grades, watch some TV



5. Sarah and Amber, exercise, good for their health, relax at home



2. Jeremy and Susan, watch TV, fun, play outside



6. You, play basketball, fun, do the homework



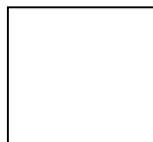
3. You, drink beer, delicious, drink some water



7. You, study for the test, important, sleep



4. Tsering, smoke, relaxing, quit



8. _____

Exercise 2: Complete the following questions using the simple present, present continuous, simple past or past continuous

Example: You / eat / yogurt / yesterday? Did you eat yogurt yesterday ?

Yes, I did, and it was delicious!

1. she / speak / French ? _____ ?

Yes, but only when she is in French class.

2. she / speak / French / now ? _____ ?

Yes, she is – but I can't understand it!

3. what / you / study / at university? _____ ?

Right now, I'm studying philosophy.

4. what / you / study / at university / right now ? _____ ?

I studied philosophy for the first two years, but now I'm studying math.

5. what / you / eat / when / I / call / you / last night? _____ ?

I was eating a hamburger.

6. what / you / eat / last night? _____ ?

I ate some noodles.

7. what time / train / arrive? _____ ?

Usually it gets here around 5:30.

8. what time / train / arrive? _____ ?

At 5:30 tonight.

9. what / you / do / when / I / see / you / on the street / yesterday?

?

I was shopping for vegetables.

10. how / you / feel / today?

?

I'm all right, thanks.

Exercise 3: Make your own sentences from the verbs below.

1. eat (simple past) _____.

2. travel (simple future) _____.

3. sleep (past continuous) _____.

4. study (future continuous) _____.

5. like (simple present) _____.

6. run (present continuous) _____.

7. take (simple future) _____.

8. snow (future continuous) _____.

Exercise 4: Complete the conversations by following the example below (speaking).

A: Hi Tashi, this is Tsering. Do you have any time to talk right now?

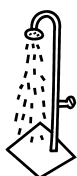
B: I'm sorry; I am driving right now, so I can't talk. Can I call you back later?

A: That sounds fine...how much longer will you be driving?

B: I will be driving for another fifteen minutes.

A: OK – I'll call you in fifteen minutes.

B: Thanks! Goodbye!



1. Samir, take a shower, two hours



2. Lhamo, play basketball, thirty minutes



3. Isaac, work at a restaurant, five hours



4. Judy, travel to America, three weeks



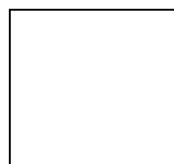
5. Jackson, dance, two hours



6. Kate, eat hotpot, four hours



7. Max, ride my motorcycle, fifty minutes



8. _____

Exercise 5: Use the simple or continuous (past, present or future) forms of the verbs given to complete the sentences below.

1. Though Tashi _____ (be) usually a very sensible person, yesterday he _____ (decide) to run away from home and get married to his girlfriend.
2. This morning, as I _____ (wait) for the bus, a man _____ (walk) up to me and _____ (try) to steal my wallet!
3. Congratulations on your new baby – I know he _____ (grow up) to become an intelligent, brave, confident and considerate young man!
4. Lhamo _____ (live) in Xining, but she _____ (work) in Huzhu.
5. Though I _____ (study) English very hard last year, I _____ (not do) well on the final exam.
6. Next year Caroline _____ (learn) how to speak Tibetan.
7. You _____ (seem) sad yesterday afternoon. _____ (you think) about your boyfriend?
8. If you try to visit me tomorrow afternoon, I _____ (be) busy. I _____ (walk) the monastery kora with my parents.
9. Last Saturday, I _____ (have) a picnic with friends when it _____ (start) to rain.
10. I almost always _____ (eat) a piece of bread before school, but today I had no time, so I _____ (not eat) anything.
11. Next year, Xander _____ (work) as a teacher in Labrang.
12. I _____ (feel) energetic today – let's go climb Mount Taklung!
13. Rose _____ (watch) TV when suddenly a lightning bolt (闪电 ལྷོག་འཁྱུག) _____ (hit) her house and everything went dark.
14. Next Tuesday, she _____ (go) to Xining to buy more books for the library.
15. Today I _____ (ride) my motorcycle to Dobden. It was beautiful!



Grammar: Phrasal Verbs Introduction

- ☐ That story is too ridiculous to be true – I think you made it up.
 - Make up = say something not true, pretend 编造, 假装 གཏུག་གསལ་བ། བཅོས་མ།
- ☐ Though they were very tired, the runners didn't give up.
 - Give up = stop trying 放弃 རྒྱུང་བ།
- ☐ It was raining, so we put off the picnic until next week.
 - Put off = do something later 推迟 རྒྱ་བཞོལ་བྱེད་བ།
- ☐ Make sure you bring that camera back tomorrow!
 - Bring back = return 退还 རྒྱུར་ལྷོར་བ། རྒྱུར་སྒྲོང་བ།

Phrasal verbs are two (or three) word verbs. རྒྱུར་ལྷོར་གསལ་ནི་མིང་བར་གཉིས་སམ་ཡང་ན་

གསུམ་ལས་སྒྲུབ། These verbs have two parts: a verb and one (or two) prepositions (in, on, up, down, over, etc.). These verbs are the most common verbs in spoken English. Many of these verbs you already know: བྱ་ཚིག་འདི་དག་ལ་རིགས་གཉིས་ཡོད་དེ། བྱ་ཚིག་གཅིག་དང་ཚིག་ཕྱད་གཅིག་གསལ་ཡང་ན་གཉིས་ཡོད། in, up, down, over སྐད་ཀྱི་བྱ་ཚིག་འདི་དག་དབྱེན་སྐད་བཤད་སྐབས་སུ་ཉ་ཅང་རྒྱན་ཐོན་དུ་བེད་སྤྱོད་བྱེད་པ་ཞིག་རེད། འདི་དག་ལས་མང་ཆེ་ཤོས་བྱེད་ཀྱིས་ཤེས་ཟིན་པ་རེད།

- ☐ I turned off the lights when I left class.
 - Turn off = _____.
- ☐ I turned the computer on when I went into the library this morning.
 - Turn on = _____.
- ☐ I woke up early this morning so I could finish my work.
 - Wake up = _____.
- ☐ I wrote the new words down in my notebook.
 - Write down = _____.

There are two kinds of phrasal verbs ཚིག་ཚོགས་ལ་རིགས་གཉིས་ཡོད་པ། – separable (which can be separated, such as “make up” or “turn off”) and inseparable (which cannot be separated, such as “get on” or “put up with”). There are also intransitive verbs which take no _____. འོགས་སུ་དབྱེ་རུང་བ་ ཁ་འཕྲལ་རུང་བ་སྟེ། དཔེར་ན། make up དང་ turn off གྱི་དང་ འོགས་སུ་དབྱེ་མི་རུང་བ་ ཁ་འཕྲལ་མི་རུང་བ་སྟེ། དཔེར་ན། get on དང་ put up with གྱི་དེ་ན་ད་དུང་བྱེད་མེད་ལས་ཚིག་བཀོལ་བ་ཡིན།

Separable

- ☐ I made up the story. [v + prep + NOUN (object)]
- ☐ I made the story up. [v + NOUN (object) + prep]
- ☐ I made it up. [v + PRONOUN (object) + prep] (“it” = _____.)
- ☐ I put on my jacket.
- ☐ I put my jacket on. I put it on. (“it” = _____.)

Inseparable

- ☐ I ran into Bob. [v + prep + NOUN (object)]
- ☐ I ran into him. [v + prep + PRONOUN (object)] (“him” = _____.)

There is no rule which divides these two groups of phrasal verbs – you must memorize which verbs are separable or inseparable! 这两种短语动词的区别没有生么规则，需要记住那些是可以分开的、不能分开的。 ཚིག་ཚོགས་རིགས་འདི་གཉིས་ཀྱི་བྱེད་པར་ལ་སྒྲིག་གཞི་ངེས་ཅན་ཞིག་མེད་ལ། ཡིད་འཛིན་བྱ་དགོས་པ་ནི་གང་དག་སྐྱོར་འབྱེད་ཐུབ་པ་དང་གང་དག་སྐྱོར་མེད་ཐུབ་པ་དེ་ཡིན།

Phrasal Verbs 1: Separable

If phrasal verbs are separable, the verb and the preposition can be _____.

Verb	Meaning	Example
Figure out	Find the solution	I figured out the answer to the problem.
Hand in	Give papers, tests, or homework to a teacher	We handed the test in to the teacher.
Hand out	To give papers to everyone one at a time	The teacher handed out our homework for tomorrow.
Look up	To find information in a dictionary/book	I didn't know the word, so I looked it up in the dictionary.
Make up	To create or invent (a story)	I made up a scary story to tell my cousin.
Pick up	1. To lift something 2. to receive someone who is arriving	1. I picked up the heavy package. 2. I picked up my friend from the airport.
Put on	1. To place clothes on your body 2. to present (a play or performance)	I put my jacket on before going out. The school put on a singing and dancing performance.
Put down	1. To put something on a surface 2. To say something bad about someone	1. I was tired of carrying the box, so I put it down. 2. Don't put Alex down. We should be friendly to all of our classmates.
Put off	To do something later, postpone	We put off doing our homework because we wanted to watch TV.
Take off	To remove clothes	I took off my jacket after I came inside.
Throw away, throw out	To put (something) in the trash	He threw the empty bottle away. He threw out the old papers.
Turn on	Start a machine/light	He turned on the light when he came into class.
Turn off	Stop a machine/light	He turned off the computer before he left the library
Wake up	Stop sleeping	He woke up early this morning
Write down	Write something on a piece of paper	He wrote down my phone number in his notebook.

Exercise 1: Complete the sentences with the phrasal verbs listed above

1. Before I went outside, I _____ my jacket.

2. When I came back in, I _____ my jacket

3. Jerome _____ the heavy box of oranges and



- carried it home. When he arrived home, he _____ it _____ and relaxed.
4. I _____ Tashi _____ at the Xining airport yesterday evening.
5. The students _____ their homework _____ to the teacher.
6. The teacher _____ a test _____ to the students.
7. Amber _____ very early this morning.
8. I couldn't _____ the answer to the math problem, so I _____ it _____ in my notebook so I could _____ it _____ on the internet later.
9. When asked why he was late to class, Sam _____ a crazy story.
10. The school was going to _____ an outdoor singing performance today, but because the weather was so bad the headmaster decided to _____ it _____ until next week.
11. You don't need those old papers anymore – you should just _____ them all _____.
12. Don't _____ the lights – I'm still working in here!

Exercise 2: Ask questions to your friends to find out who did the things in the boxes below yesterday. Then, write your friend's name in the box to mark what they did

A: Did you hand in your homework yesterday?

B: Yes, I did. Yesterday, I handed in my homework to the teacher / No, I didn't

Figure out	Throw out	Write down	Pick up
Hand in	Turn off	Put off	Throw away
Look up	Take off	Pick up (meaning 2)	Put on
Turn on	Put down	Make up	Hand out

Exercise 3: Complete the sentences with the pronouns (it, them, her, etc.) and prepositions (on, off, in, etc.)

1. A: Did you decide to postpone your trip to Lhasa?

B: Yes, we decided to put _____.

2. A: What is the meaning of this word?

B: I don't know; you should look _____ in the dictionary.

3. A: Is Max really still sleeping?

B: Yeah, and we should wake _____ - he has class in 15 minutes!



4. A: Do you want to keep these old clothes? I don't think they fit you anymore.
B: No – you can throw _____.
5. A: Do you know when Jack arrives at the airport?
B: He'll be there in 20 minutes – let's leave now if we want to pick _____.
6. A: When does the teacher want our homework?
B: He wants us to hand _____ tomorrow morning.
7. A: This jacket is too hot – I'm going to take _____.
8. A: Do you really have a girlfriend?
B: No, I don't – I just made _____.
9. A: I have a meeting next Tuesday afternoon with the Rebgong Yogurt Company.
B: You should write _____ so you don't forget.
10. A: Have you solved these problems yet?
B: No, I can't figure _____.
11. A: This box is really heavy. I need to put _____ and rest a minute.
B: Don't worry – I'll pick _____ and carry it the rest of the way home.
12. I asked you to keep the library computer on so I could work. Why did you turn _____?
13. Ben and Ryan, I have some papers to give to the class. Would you please help me hand _____?

Special Topic: Multiple Personality Disorder

One day, 29-year-old Karen Underhill sent a letter to her psychologist, Dr. Richard Baer. The letter was written in child-like handwriting. "My name is Claire", it said. "I am 7 years old. I live inside Karen."

Karen was suffering from Multiple Personality Disorder (MPD, 多人格症 གཞིན་སྒྲིལ་མེད་པའི་ནད་པོ་), a mental problem where a person has more than one identity, or self. These separate identities had names and personalities of their own – like Claire, the child inside Karen – and can control a person's behavior. Karen, for example, has at least eleven different personalities inside of her.

How did such a situation begin? Where does MPD come from? Doctors and psychologists have long argued about the causes of MPD, but the most popular theory is that it begins in children who are always abused by their parents. With no way to escape, these children often create imaginary friends inside of themselves to deal with their problems and fears. When they are being beaten, they can go inside of these different "people" to get away from their pain and difficulties. With different personalities, these children can pretend that the problems are happening to someone else. They are careful to separate these personalities so there is always one that they can "go into". The theory is that after these children grow into adults, they often keep these personalities as 'hiding places' in case something bad happens to them. But what can sometimes happen is that these personalities take control of the person, to the point where they cannot control their own behavior.

Karen is an example of this theory. As a child, she was constantly abused and beaten by her father, grandfather and other family members. She created the personalities to deal with different parts of her difficult life. She created Claire to take

her memories of abuse, so she could forget them. She made Miles, a boy, to help deal with the physical pain. She made Elise to be the 'normal child' at school, and Sidney to talk to her father, and Katherine and Holdon to be her imaginary "good parents." These personalities helped her as a child, but made her very depressed as an adult. She started to forget many things in her daily life, and felt that she no longer had control over who she was.

When she came into Dr. Baer's office, she was hoping to be helped for her depression. But instead, Dr. Baer discovered the eleven different people inside of her. At first, he didn't believe she really had MPD. Even today, many doctors do not believe that MPD is real, and instead think that patients are just actors trying to become famous. But over the next few months, he saw she wasn't lying.

It took 17 years for Dr. Baer to bring Karen's eleven personalities back together into one. Now, at last, she is one single self – one person – inside one body.

Source: Baer, K. Richard. Life in Pieces: A Harrowing True Story of a Woman with Multiple Personality Disorder, Vermilion, 2008

Vocabulary Matching

1. Psychologist (n) 心理学家 རེ་མཁས་ཁམས་རིག་པ་བ། ____ to treat someone badly
2. Mental (adj) 精神的, 心里的 འཆར་སྒྲུང་གི རེ་མཁས་ཀྱི ____ an idea that may or may not be true
3. Identity (n) 身份 རྩོམ་ཐང་། ____ about the body; about things that are real/visible
4. Situation (n) 情况 གནས་བབ། ____ the way things are at a certain time and in a certain place
5. Theory (n) 理论 གཞུང་ལུགས། ____ something that is not real (inside someone's mind)
6. Abuse (v/n) 虐待 བཞོལ་ཉེས་གཏོང་བ། ____ who you are
7. Imaginary (adj) 想象中的 རྫོང་འཆར་ཚུལ་གྱི ____ a doctor who helps people with mental problems
8. Deal with (PV) 处理 བདེན་དོན་དངོས་སྒྲུབ། ____ about the mind, brain, imagination or feelings
9. Physical (adj) 身体的, 物理的 གཟུགས་པོའི་དངོས་ལུགས་ཀྱི ____ to do something to solve a problem; to handle

Reading Comprehension Questions: Answer the following in complete sentences

1. Who did Dr. Baer get a letter from?

2. What problem does Karen have?

3. How many people were "inside" Karen?

4. What do many doctors think causes MPD?

5. Why may abused children want to create different people inside of themselves?

6. How was Karen's childhood?

7. What did she create her personalities to do?

8. Did they help her as a child?

9. What happened when she was an adult?

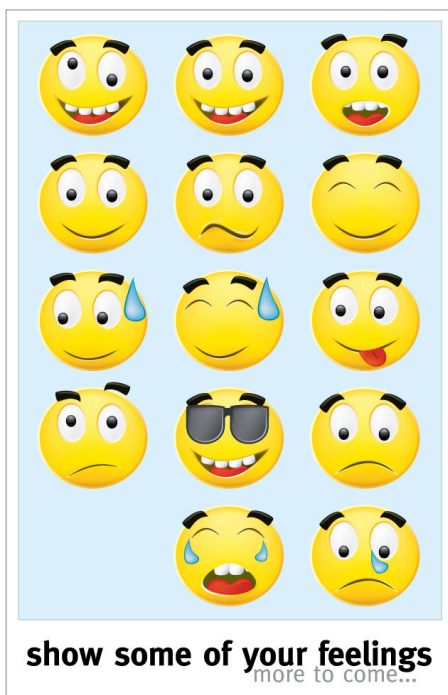
10. When she first came in, did Dr. Baer believe her?

11. Why do many doctors not believe that MPD exists?

12. How long did it take for Dr. Baer to bring her personalities back together?

13. What do you think about MPD? Is it real or not? Why?

Vocabulary 2: Our Emotions



What are emotions? Write a few examples below.

Talk to a friend: how did he/she feel this morning? How do they feel now? How do they think they'll feel this evening?



Look at the adjectives below. When might you experience (经验 རྒྱུ་ལྡན་པ།) these feelings? Write an example next to each word.

Surprising, surprised [v: surprise] – during an earthquake

Shocking, shocked [v: shock] - _____

Worried, worrying [v: worry] - _____

Fascinating, fascinated [v: fascinate] - _____

Reassuring, reassured [v: reassure] - _____

Embarrassed, embarrassing [v: embarrass] - _____

Annoyed, annoying [v: annoy] - _____

Irritated, irritating [v: irritate] - _____

Excited, exciting [v: excite] - _____

Offended, offending [v: offend] - _____

Depressed, depressing [v: depress] - _____

Relieved, relieving [v: relieve] - _____

Confused, confusing [v: confuse] - _____

Frightened, frightening [v: frighten] - _____

Disappointed, disappointing [v: disappoint] - _____

Reading: A Boring Class

I was sitting in math class, and I was so bored that I was starting to fall asleep. I used to enjoy math class, and had always been fascinated by math – I simply loved the problem solving. However, this year the teacher – Mr. Wang – was disappointing. He was a sad sort of man, though nobody knew why he was always so depressed. His classes were extremely boring; not only did he never do anything surprising, but he also simply read from the textbook. But even worse, Mr. Wang

didn't even know what he was talking about. Whenever we asked questions, he gave us a confused look and simply continued reading from the book.

Today was worse than usual. My desk mate had been irritating me all day, saying mean and offending things to me, as well as throwing things at the teacher and other students. After lunch, I had moved to the back of the classroom where I could be sure he wouldn't make me annoyed. I had hoped to get some sleep while sitting in class; Mr. Wang was so focused on reading from the book that I wasn't at all worried that he might catch me. But as my eyes were starting to close, a vulture (秃鹫 སྦུ་མཁུ་) suddenly crashed through our window and fell onto the floor of the classroom, right in front of my desk.

The whole class sat as if made of stone. We were completely shocked by the sudden entrance of the vulture. The size of the bird was frightening: vultures look big when they are flying in the sky, but you can't really understand their true size until you are with one inside. The wings of an average (平均 ཆ་སྟོན་མཁུ་) vulture are more than 2.5 meters from tip to tip. I had done a research project on vultures the year before, so I thought I understood how large these birds really were. But seeing the number on paper is different from facing such a bird inside of your math classroom, and despite my knowledge I was extremely surprised at the bird's size.

The first person to react (反应 བརྟེན་ལྟུང་ཐོན་པ།) was the teacher, who gave a scream and ran out of the classroom. Then we heard a click: the teacher had locked the door. We were now trapped inside with a monster bird. That was not at all reassuring.

The other students began to scream and run away from the bird as fast as they could. The vulture, who was probably frightened and excited by the strange environment, started chasing one group of students into a corner. They screamed and closed their eyes.

I decided to act quickly. I found some yak jerky (牦牛肉干 རྩ་གྲ་སྒྲུ་པོ།) inside my desk, opened the windows, and held it just outside the window. "Here, Mr. Vulture!" my friends and I cried. "Come get the delicious meat!"

The vulture suddenly raised its head, and suddenly spread its wings and flew towards me. Feathery wings smacked me hard in the head, and I felt a sharp pain in my right hand. I slid to the floor, blood running down my face and into my eyes, and immediately lost consciousness (失去知觉 ཆོར་བ་ཉམས་པ།).

I woke to see my friends staring down at me. "Did you faint (晕倒 དབང་པོ་ཤོར་བ།)?" my friend Ben asked. "Of course not", I answered. I was embarrassed that I had fainted and didn't want the others to think I was weak. I looked down at my right hand, which had been holding the jerky, and saw that it was covered in blood. But though I was in pain, I was relieved that I had gotten the vulture out of the classroom – and that Mr. Wang's class, for once, had not been boring!

Comprehension Questions:

1. Why does the writer not like Mr. Wang's class? Give at least two reasons.

2. How does the writer feel about math?

3. Why did the writer move to the back of the classroom today?

4. What happened while the writer was trying to fall asleep?

5. What did the class do? What did the teacher do?

6. How did the writer make the vulture leave the classroom?

7. What happened to the writer?

8. Why did the writer say he hadn't fainted?

9. How did the writer feel?

10. What do you think the writer's reputation (名声 ལྷན་གྲགས།) was like after this happened?

11. What would you have done in this situation? Why?

Grammar: Participial Adjectives (-ing vs. -ed)

☐ I am bored.

☐ I am boring.

☐ I am interested.

☐ I am interesting.

What's the difference?

I am bored = 我很无聊 ང་ཉི་ཅང་སྤྲོད་པ།

趣 ང་ལ་ལྷན་གྲགས་ཆེ་བ།

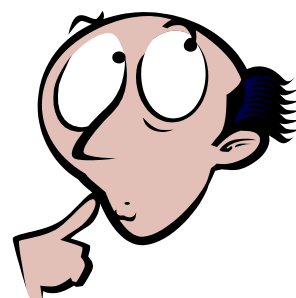
I am interested = 我对...很感兴趣

I am boring = 我是一个很无聊的人 ང་ནི་མི་སྤྲོད་སྣང་ཅན་ཞིག་ཡིན། I am interesting = 我是个很有趣的人。 ང་ནི་མི་སྤྲོད་པོ་ཞིག་ཡིན།

Adjectives that end in -ed talk about your own feelings; Adjectives that end in -ing talk about something else – a person, thing, event, or situation that causes (引起 རྒྱུ་རྐྱེན་) your feelings.

For example:

- ☐ The movie was boring (so I felt bored).
- ☐ This book is so interesting (so I am interested in the book).
- ☐ My boyfriend's behavior is very annoying (so I am annoyed).



- English grammar can be confusing (so a lot of students are confused).
- My job promotion [晋级 རོང་སྒྲེལ] was surprising (so we were very surprised).
- The basketball game was exciting (so the fans were excited).

Write two examples on your own.

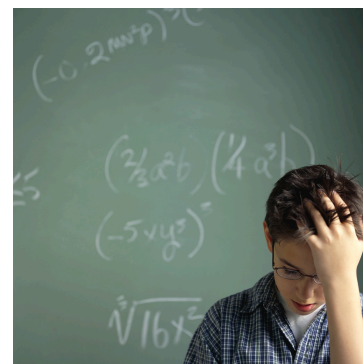
- _____ (_____)
- _____ (_____)

Exercise 1: Complete the conversations by following the example below (speaking)

A: I hate this class! I'm so bored.

B: I know you're bored. But this class isn't as boring as math.

1. hate, chore, annoy, cleaning the bathrooms
2. hate, movie, confuse, Titanic
3. love, game, excite, football
4. hate, school dance, embarrass, the school dance last year
5. love, music, interest, Lady Gaga
6. hate, test, worry, the final exam
7. love, subject, fascinate, philosophy
8. _____.



Exercise 2: Make your own sentences from the adjectives given below.

1. interested _____.
2. frightening _____.
3. confusing _____.
4. shocked _____.
5. offending _____.
6. relieved _____.

Exercise 3: Complete the sentences below with the adjectives in the box.

embarrass-	depress-	shock-	offend-	relieve-	confuse-	worry-
disappoint-	excite-	annoy-	irritate-	bore-	reassure-	

1. I was _____ when I saw the terrible car accident near school.
2. This museum is really _____! I thought it would be great, but actually there's nothing interesting here - it's really _____.
3. My grandmother had been sick for a long time, so yesterday it was very _____ to learn that she was feeling better.
4. Don't be so rude! I'm very _____ by what you've said!
5. Tsering was feeling very _____ after his mother died.
6. This math problem is very _____ - can you help me figure it out?
7. You shouldn't be so _____ about your girlfriend – she's so kind, smart and beautiful, and I'm sure your friends and family are _____ to meet her!

8. My brother is so _____! He's always playing tricks on me, making fun of me, and generally trying to make me _____!

9. A: I know you are _____ about the test, but you shouldn't be - I think it won't be too difficult.

B: Thanks! That's very _____. I feel a lot better now.

Exercise 4: Complete the sentences using the words below

1. I was very _____ (boring/entertained) when I saw the movie.

2. I'm _____ (excited/thrilling) to hear about your promotion!

3. She was _____ (confused/worrying) about the math problem.

4. Our trip to Qinghai Lake was really _____ (amazed/tiring).

5. What was the most _____ (frightened/embarrassing) thing you've ever done?

6. That book was very _____ (amusing/excited).

7. Everyone at the restaurant was _____ (disgusted/depressing) by the terrible food.

8. We were _____ (reassured/relieving) by your news!

9. Her husband was _____ (shocked/surprising) when she told him she wanted a divorce (离婚 གཞིན་འཛོམས།).

10. The news you've told me is very _____ (surprised/confusing).

11. You're always such a _____ (shocked/surprising) person – I never thought you would do that!

12. The accident was truly _____ (offended/frightening) – several people died.

Grammar: Adjectives and Adverbs

☐ That was such an easy question. I answered it easily.

Circle the adjective and underline the adverb above.

An adjective describes _____.

An adverb describes _____, _____, or _____.

☐ NB: adverbs often (but not always) end in -ly

Tashi is a slow driver. He drives slowly.

☐ Slow is describing _____; slowly is describing _____.

Careful! The following adjectives and adverbs have special rules

☐ Fast: same as adjective and adverb

○ She is a fast runner. (adj) She runs very fast. (adv)

☐ Hard: same as adjective and adverb

○ She is a hard worker. (adj) She works hard. (adv)

○ NB: hardly = not much, very little

- You've hardly worked at all! [You haven't done any work]
- Late: same as adjective and adverb
 - The train was late. I woke up late this morning.
 - NB: lately = recently
 - Have you seen Mr. Wang lately? [Have you seen him recently?]
- Good/well: good is an adjective, well is an adverb with the same meaning
 - She is a good singer. She sings very well.

Exercise 1: Write within the parentheses () if the words below are adjectives or adverbs (write adj or adv) and underline the words in the sentences below that the adverb/adjective is modifying (describing).

Example: Tashi is a lazy (adj) boy. He is always sitting lazily (adv) in front of the TV.

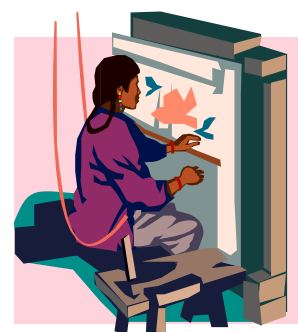
1. Yangzom is a good () student. She studies very well ().
2. Bella is a fast () runner. She runs very fast ().
3. Isaac is a hard () worker. He works very hard ().
4. Jackson is a quiet () boy. He speaks very quietly ().
5. Lobsang is a careful () driver. He drives very () carefully ().
6. I am extremely () excited () for the holiday!

Exercise 2: Write adj or adv above the adjectives/adverbs in the sentences below

1. The workers carved beautiful wooden doors for the monastery.
2. The busy manager (经理 གཞིར་དཔོན) usually has short conversations on his cell phone.
3. The old men had a truly excellent time at the performance.
4. He slowly opened the heavy door and walked quietly into the dark room.
5. He writes very badly, but he wants to become a famous writer someday.
6. That young woman paints thangkas very skillfully!

Exercise 3: Complete the sentences below using adjectives or adverbs

1. George is a _____ (careless/carelessly) student. He studies _____ (careless/carelessly).
2. Susan speaks _____ (soft/softly). She has a _____ (soft/softly) voice.
3. Tashi came into class _____ (quiet/quietly) because he was late.
4. They put off the picnic because it was raining very _____ (heavy/heavily).
5. The driver was _____ (serious/seriously) injured in the car accident. He had _____ (serious/seriously) injuries.



6. Lobsang has been _____ (terrible/terribly) depressed since he lost his job.
7. She was _____ (bad/badly) hurt when she fell out of the window.
8. While we were eating lunch, the weather changed very _____ (quick/quickly); black clouds _____ (sudden/suddenly) filled the sky and thunder boomed _____ (powerful/powerfully).
9. I like to wear _____ (colorful/colorfully) clothing on holidays.
10. The math teacher was very _____ (bad/badly); he taught very _____ (bad/badly).
11. She was very _____ (angry/angrily) with me when I broke off our relationship – she walked out of the apartment _____ (angry/angrily), never to return.
12. We waited _____ (patient/patiently) for our table at the _____ (popular/popularly) restaurant.

Exercise 4: Complete the sentences using the words (make into adjectives or adverbs as you need) in the box below.

quick(ly)	perfect(ly)	careful(ly)	special(ly)	happy(happily)	fluent(ly)
rude(ly)	well	safe(ly)	unusual(ly)	complete(ly)	continuous(ly)

1. Jerome drives very _____ - he takes no risks
2. When you are taking a test, you should be _____ silent.
3. She made this dish _____ for you!
4. Our holiday passed much too _____!
5. They have been _____ married for thirty years!
6. She's _____ in Mongolian. She speaks the language very _____.
7. The pants fit me _____, so I decided to buy them.
8. My mother works _____ - she never stops working!
9. That was an _____ long test! I hope the next one is shorter.
10. You shouldn't climb that tree – it doesn't look _____.
11. She was behaving very _____, so nobody at the party wanted to talk to her.

Phrasal Verbs 2: Inseparable

Remember from last time that inseparable means _____!
 Example: I got on the bus. (NOT: I got the bus on).

Verb	Meaning	Example
Call on	Ask someone to speak in class	The teacher called on John to answer the question.
Catch on	Become popular	I didn't think that song would become popular, but it really caught on with teenagers.

Come from	Start, originate	Where do these oranges come from?
Get over	To get better, recover from an illness or something bad	I hope Martin gets over his cold soon – he's been away from class for a long time!
Get off	Leave a bus, airplane, or train	I got off the bus at Longwu Monastery.
Get on	Enter a bus, airplane or train	I got on the bus at the Xining bus station.
Get in	Enter a car or taxi	Tashi got in the car and drove away.
Get out (of)	Leave a car or taxi	Ben got out of the taxi and went into the restaurant.
Hear from	To talk to (someone), get information from	Have you heard from Ben recently? I haven't talked to him in ages!
Look into	To find information about something (a problem)	Can you look into this problem?
Pass out	Fall asleep	I'm so tired that I want to pass out.
Run into	To meet someone by chance/accidentally	I ran into my old friend Sue on the street today.
Stick with	To not give up, continue to do something	You're really good at basketball. If you stick with it, you may be able to play in the NBA someday!

Exercise 1: Complete the conversations below by following the model (speaking)

A: Have you heard from Susan recently?
B: Yes, I have. I actually heard from her just last week.*

*or "the other day" / "a few days ago" / "a few minutes ago", etc

1. Have you heard from your grandmother recently?
2. Have you run into Aaron recently?
3. Have you gotten over your illness recently?
4. Has the teacher called on you recently?
5. Have you looked into the theft of your TV?
6. Have you _____?

Exercise 2: Complete the sentences below with the phrasal verbs above

1. The teacher _____ me when I raised my hand.
2. I _____ Lobsang today in the supermarket – he says hello!
3. Has Ethan _____ his illness yet?
4. I took the train from Xining to Chengdu. I _____ in Xining and I _____ in Chengdu. Then I _____ a taxi at the train station and _____ at my hotel.
5. Where did the pandas in the zoo come _____?

6. Someone stole my bicycle! Policeman – can you _____ this?
7. Fred! I haven't seen you in ages, and now I _____ you on the street!
8. The teacher _____ Tsering, but he didn't answer – he was sleeping!
9. I heard _____ George just last week; that was the first time for months!
10. I don't like this new game – I hope it doesn't catch _____.
11. Stick _____ it – you'll finish your homework soon!
12. I was so tired that I passed _____ in my bed last night without eating dinner.

Exercise 3: Complete the sentences below with prepositions and pronouns

1. I had a pretty nasty cough, but I got _____ last week.
2. It was raining hard, so her socks were very wet. She took _____ when she got inside.
3. Oh no! I don't have my homework! My mother must have thrown _____ with this morning's trash. If Ms. Bryant calls _____ in class to answer a question, I will be in trouble!
4. A: Danny, why are so many students absent today?
B: I don't know, but I'll look _____ right away.
5. A: Is that a true story?
B: No – I made _____.
6. The lights were still on, so I turned _____ before I left the room.
7. I hadn't seen Mark and Alison for a long time until I ran _____ at the movie last night.
8. I rarely talk with Bonnie. Last Tuesday was the first time I'd heard _____ in nearly a year.
9. She was very unhappy about failing the test, but I think she's gotten _____ by now. I think now she'll study harder so she can test better and also answer questions when the teacher calls _____ in class.
10. She doesn't like to play the piano, but she's going to stick _____ because her parents asked her to.

Exercise 4: Speaking - work in groups of two.

Speaker A: read the sentence with your book open.

Speaker B: finish Speaker A's sentence with your book closed. Halfway through, switch (so speaker A is reading from the book and speaker B has their book closed)

1. The teacher described the meanings of the new words in class yesterday, and because I wanted to remember them all I wrote _____.
2. I raised my hand and the teacher called _____.
3. I was carrying a big bucket of water from the river. It was very heavy so I put...
4. I didn't know that word's meaning, so I looked _____.
5. I don't want to go on a picnic tomorrow – the weather is supposed to be bad. Instead let's put _____.
6. My paper fell on the floor...could you please pick _____.
7. Aren't you cold? Your jacket's right there! You should put _____.
8. It was dark when I came into the library. The lights were off, so I turned _____.
9. I saw Drolma at the internet bar last night! I didn't expect to run _____.

10. When I finished the test, I handed_____.
11. Do you need these old bottles anymore? If not, I'm going to throw _____.
12. You know how I told you about Rob and Val being boyfriend and girlfriend? Well that story's not true – I made_____.
13. Aaron still doesn't know who stole his car. Have the police figured_____.
14. Alice is still sleeping? Someone needs to wake_____.
15. Scott had pneumonia (肺炎 རྩོམ་ཆད) for weeks but now he's feeling fine. He has finally gotten _____.
16. Lights, computers and other machines use electricity. Whenever you leave a room, you should make sure you turn_____.

Test Reading: How to Read for Tests

When we read for tests, we don't read the same way as we read a book in the library. We don't read for enjoyment or interest. Instead, we read quickly and only for the information we need to answer the questions.

Below are some suggestions for how to become a better test reader.



1. Look at the questions first to find out what information you really need – and what you actually need to read.

If you know what information you need before you start reading, you can quickly skim (read very fast) the unimportant parts and focus (集中 གྲོ་ཅི་གཅིག་སྒྲིམ) on the important parts – the information you need to answer the questions.

2. Find the subject and the main idea/argument of the reading.

Test readings will always have a main idea or argument (the writer's opinion). You should start by finding out the subject of the reading (what the reading is about). Then, try to figure out what the author wants to say about the subject. This is the main idea/argument.

You can often (but not always) find the subject and main idea in the first paragraph and last paragraph of the reading.

3. If a question asks you about the meaning of a word you don't know, try to find the word's meaning from its context (surroundings).

Sometimes you may not know the meaning of the word the question is asking you about ("salubrious" "irrational" "fortuitous" and many other difficult words are common). Here, context (上下文 འབྲེལ་ཆགས, 环境 འཕྲོར་ཡུག), or information from the surroundings, is very important. Read the sentence (or the whole paragraph) carefully to see if you can get any information about the word's meaning.

4. If you just don't know the answer to a question, make sure you eliminate (cross off) answers that you KNOW are wrong.

5. Always remember: YOU DO NOT NEED TO KNOW ALL OF THE WORDS IN THE READING!

If you don't know a word's meaning, just keep going! Even if the question is about that word, you often don't need to know exactly what it means. Forget about underlining every word you don't know, just try to understand the basic information – the subject and main idea.

6. Test reading vocabulary: These words are often used in questions. Write each word below into the question in which it best fits.

1. Passage (n) 段文 བརྗེ་བྱ་ཐོར་བྱ། – a short section of writing
2. Paragraph (n) 段落 ལེ་ཚན། – a short section of a piece of writing, usually a few sentences
3. Purpose (n) 目的, 目标 དམིགས་ཡུལ། – goal or reason for doing something
4. Underline (v), underlined (adj), 花线于...之下 འོག་ལ་བྲིས་གིས་སྒྲིལ། – to make a line under a word or passage
5. Infer (v) 推论, 推断 རྟོག་སྲུང་དཔྱད་གཞི། – to understand something from information given
6. Tone (n) 格调, 语气 སྒྲ་གདངས་ – how someone writes or says something
7. Attitude (n) 态度, 看法 སྦྱོང་ལམ། ལྟ་སྟངས། – feeling; often used with “about” or “towards”
8. Imply (v) 暗示, 暗指 འཁྱགས་ཀྱིས་སྟོན་པ། – to suggest something without actually saying it

- a. What is the author's _____ (n) in this passage?
- b. What can we learn from this _____ (n)?
- c. What can you _____ (v) from this passage about space travel?
- d. What is the author's _____ (n) towards environmental protection?
- e. What is the author's _____ (n) in writing this passage?
- f. What does the author _____ (v) about poverty in this passage?
- g. Which has the same meaning as the _____ (adj) word in paragraph 4?
- h. What is the author saying in _____ (n) 3?

Test Reading Exercises

1: Find the subject and main idea of each reading. Below are example first paragraphs from readings; find the subject and main idea.

A. The word advertising refers to any kind of public announcement that brings products and services to the attention of people. Throughout history, advertising has been an effective way to promote (促进) the trading and selling of goods. In the Middle Ages, merchants employed “town criers” to read public messages aloud to promote their goods. When printing was invented in the fifteenth century, pages of advertisements (ads) could be printed easily and were either hung in public places or put in books.

Subject _____ Main Idea _____

B. While small may be beautiful, tall is just plain uncomfortable it seems, particularly when staying in hotels and eating in restaurants. The Tall Persons Club of Great Britain (TPCGB), which was formed six months ago to campaign (发起运动) for the needs of the tall, has turned its attention to hotels and restaurants. Beds that are too small, shower heads that are too low, and restaurant tables with hardly any legroom all make life difficult for those of above average height, it says.

Subject _____ Main Idea _____

C. They are among the growing number of Americans who, driven by higher living costs and a falling economy (经济), have taken up vegetable gardening for the first time. Others have increased the size of their existing gardens. Seed companies and garden shops say that not since the 1970s has there been such an increase in interest in growing food at home. Now many gardens across the country have been sold out for several months. In Austin, Texas, some of the gardens have a three-year waiting list.

Subject _____ Main Idea _____

D. Like most big projects, learning to manage your mother well is what you should do. Here are what I believe the best steps towards a better relationship with her. They are not necessarily surprising or revolutionary, but they have worked for many people. Try them.

Subject _____ Main Idea _____

E. The easy way out isn't always easiest. I learned that lesson when I decided to treat Doug, my husband of one month, to a special meal. I glanced through my cook book and chose a menu which included homemade bread. Knowing the bread would take time. I started on it as soon as Doug left for work. As I was not experienced in cooking, I thought if a dozen was good, two dozen would be better, so I doubled everything. As Doug loved oranges, I also opened a can of orange and poured it all into the bowl. Soon there was a sticky dough covered with ugly yellowish marks.

Subject _____ Main Idea _____

2. Answer the questions by getting information from context.

1. Last year, Ms. Rita Gartin kept a small garden. This year she has made it much larger because, she said, “The cost of everything is going up and I was looking to lose a few pounds, too; so, it's a win-win situation all around.”

Q: By saying “a win-win situation all around”, Ms. Gartin means that _____.

- A. she is happier and her garden bigger
- B. she may spend less and lose weight
- C. she is selling more and buying less
- D. she has grown more varieties of vegetables

2. When men and women lived by hunting 50,000 years ago, how could they even begin to picture modern life? Yet to men of 50,000 years from now, we may seem as primitive (原始的) in our ideas as the Stone-Age hunters do to us. Perhaps they will spend their days gollocking to make

new spundels, or struggling with their ballalators through the crie. These words, which I have just made up, have to stand for things and ideas that we simply can't think of.

Q: Spundels and ballalators are used in the text to refer to _____.

- A. tools used in farming B. ideas about modern life
C. unknown things in the future D. hunting skills in the Stone Age

3. Most people want to know how thing are made. They honestly admit, however, that they hardly know a thing when it comes to understanding how a piece of music is made. Where a composer (作曲家) begins, how he manages to keep going – in fact, how and where he learns his trade – are all covered in complete darkness. The composer, in short, is a man of mystery (神秘).

Q: The words “covered in complete darkness” underlined in paragraph 1 most probably mean ____.

- A. difficult to be made B. without any light
C. black in color D. not known

4. Video games have become pervasive form of entertainment since the 1990s. Today about 69 percent of American families own or rent video and computer games. Most are harmless entertainment, but in far too many of the most popular ones, kids are acting out realistic violent (暴力) experiences on their TV and computer screens.

Q: The underlined word “pervasive” in Paragraph 4 most probably means _____.

- A. worldwide B. instructive
C. widespread D. harmful

Test Reading 1 (2009 湖北八校联考 II)

He met her at a party. She was so outstanding, with many boys around her, while he was so normal, with nobody paying attention to him.

At the end of the party, he invited her to have coffee with him. She was surprised, but due to being polite, she agreed.

They sat in a nice coffee shop. He was too nervous to say anything, and she felt uncomfortable, thinking, “Please let me go home.”

Suddenly he asked the waiter, “Would you please give me some salt? I'd like to put it in my coffee.”

Everybody stared at him - so strange! His face turned red, but, still, he put the salt in his coffee and drank it.

She asked him curiously, “Why do you have this hobby?”

He replied, “When I was a little boy, I was living near the sea. I liked playing in the sea, and I could feel the taste of the sea, just like the taste of the salty coffee. Now every time I have the salty coffee. I always think of my childhood. I miss my hometown so much. I miss my parents who are still living there.”

While saying that tears filled his eyes. She was deeply touched. That's his true feeling, from the bottom of his heart. A man who can tell out his homesickness, he must be a man who loves home, cares about home, and has responsibility of home.

Then she also started to speak, about her faraway hometown, her childhood, her family. That was a really nice talk, also a beautiful beginning of their story.

They continued to date. She found that actually he was a man who meets all her demands; he was kind-hearted, warm and careful. He was such a good person but she almost missed him! Thanks to his salty coffee! Then the story was just like every beautiful love story, the princess married the prince, then they were living a happy life...And, every time she made coffee for him, she put some salt in the coffee.

After 40 years, he passed away, leaving her a letter which said, "My dearest, please forgive my whole life lie. This was the only lie I said to you—the salty coffee.

"Remember the first time we dated? I was so nervous at that time. Actually I wanted some sugar, but I said salt. It was hard for me to change so I just went ahead.

"I tried to tell you the truth many times in my life, but I was too afraid to do that, as I have promised not to lie to you for anything.

"Now I'm dying, I'm afraid of nothing so I tell you the truth: I don't like the salty coffee. What a strange bad taste! But I have had the salty coffee for my whole life!

"Since I knew you, I never feel sorry for anything I do for you. Having you with me is my biggest happiness for my whole life. If I can live for a second time, I still want to know you and have you for my whole life, even though I have to drink the salty coffee again."

Her tears made the letter totally wet.

Someday, someone asked her, "What's the taste of salty coffee?" "It's sweet," she replied.

1. After ordering some salt to put into the coffee, the young man must have felt ____
A. touched B. satisfied C. disappointed D. embarrassed
2. Which of the following statements is true?
A. Salt coffee is more delicious and sweeter than sugar coffee.
B. The man ordered the salt coffee in order to create a chance to date with the girl.
C. The man had to have salty coffee all his life to keep his word.
D. The woman hardly believed the man's explanation at their first date.
3. From the passage we can see that the man is ____.
A. caring and kind-hearted B. shy and sly
C. dishonest but responsible D. warm and understanding
4. It is implied in the passage that the woman when reading the letter left by her husband ____.
A. was cheated by his husband's behavior B. was touched by his husband's white lie
C. felt sorry to know the truth too late D. felt angry about his dishonesty

Test Reading 2 (2011 广东)

In the animal kingdom, weakness can bring about aggression in other animals. This sometimes happens with humans also. But I have found that my weakness brings out the kindness in people. I see it every day when people hold doors for me, pour cream into my coffee, or help me to put on my coat. And I have discovered that it makes them happy.

From my wheelchair experience, I see the best in people, but sometimes I feel sad because those who appear independent miss the kindness I see daily. They don't get to see this soft side of others. Often, we try every way possible to avoid showing our weakness, which includes a lot of pretending. But only when we stop pretending we're brave or strong do we allow people to show the kindness that's in them.

Last month, when I was driving home on a busy highway, I began to feel unwell and drove more slowly than usual. People behind me began to get impatient and angry, with some speeding up alongside me, honking (按喇叭) or even shouting at me. At the moment I decided to do something I had never done in twenty-four years of driving. I put on the car flashlights and drove on at a really low speed.

No more angry shouts and no more horns!

When I put on my flashlights, I was saying to other drivers, "I have a problem here. I am weak and doing the best I can." And everyone understood. Several times, I saw drivers who wanted to pass. They couldn't get around me because of the stream of passing traffic. But instead of getting impatient and angry, they waited, knowing the driver in front of them was in some way weak.

Sometimes situations call for us to act strong and brave even when we don't feel that way. But those are and far between. More often, it would be better if we don't pretend we feel strong when we feel weak or pretend that we are brave when we are scared.

1. The author has discovered that people will feel happy when _____.
A. they offer their help
B. they receive others' help
C. they feel others' kindness
D. they show their weakness
2. The author feels sad sometimes because:
A. he has a soft heart
B. he relies much on others
C. some people pretend to be kind
D. some people fail to see the kindness in others
3. What did the other drivers do when they saw the flashlights?
A. They speed up to pass.
B. They waited with patience.
C. They tried their best to help.
D. They put on their flashlights too.
4. In this passage, the author advises us to:
A. handle problems by ourselves
B. accept help from others
C. admit our weakness
D. show our bravery
5. Which of the following is the best title for the passage?
A. A Wheelchair Experience.
B. Weakness and Kindness.
C. Weakness and Strength
D. A Driving Experience

Unit 2: Health, Science and Technology

Vocabulary 1: At the hospital

Why do we go to the hospital? List at least three different reasons.

- ☐
- ☐
- ☐

What happens when you go to the hospital (or just to see a doctor)? Use the pictures below to help you think of ideas.



- ☐ First, _____.
- ☐ Next, _____.
- ☐ Then, _____.
- ☐ Then, _____.
- ☐ Finally, _____.

Vocabulary: Write down the meaning of the following words in Tibetan.

1. Emergency (n) – something very serious that needs to be dealt with now
2. Medical (adj) – about medicine, hospitals or doctors
3. Illness (n), ill (adj) – sickness, being sick
4. Disease (n) – a bad illness
5. Pain (n), painful (adj) – something is painful if it hurts
6. Injure (v), injury (n), [to be] injured (adj) – something on your body is hurt or broken
7. Wound (n/v) – a big cut; to be hurt in an accident (many people were wounded in the earthquake)
8. Heal (v) – to get better from a sickness, injury or wound
9. Normal (adj)/abnormal (adj) – regular, not different/unusual, special, strange
10. Severe (adj) – very bad
11. Symptom (n) – a sign or effect of something, usually an illness
12. Chronic (adj) – if something is chronic, it happens a lot
13. Diagnose (v) – to find out, and then name, someone's health problem; the doctor diagnosed the patient with cancer

14. Advanced (adj) – very new and often high quality; an advanced machine is one that is very new and can do many things
15. Machine (n) – a man-made thing with parts that move
16. Equipment (n) – something/things you use for a job, sport, or other purpose
17. Depend on – to need or trust something/someone for some reason
 - rely on (v) = depend on
18. Encourage (v)/discourage (v) – to suggest something; to give someone confidence and hope / to suggest that something is bad
19. Cure (n, v) – to completely fix, to make totally better
20. Treat (v), treatment (n) – to help make someone healthy; a doctor treats patients
21. Expect (v) – to think that something will happen
22. Prevent (v), prevention (n) – to stop something before it happens
23. Risk (n/v), risky (adj) – the danger that something bad might happen; dangerous [n: take a risk]
24. Advantage (n)/disadvantage (n) – something good/something bad
25. Appointment (n) – a meeting or visit to someone at a certain time and place
26. Insurance (n) – paying a little money now so if something bad happens in the future, you won't have to pay for it

Reading: In the Emergency Room

Amelia is a doctor. She has worked in the emergency room at the Xining Red Cross Hospital for nearly ten years, where she has seen nearly every kind of medical problem you could imagine: horrible diseases, painful injuries, and wounds that were difficult to heal. But she had never seen something truly crazy – until last Tuesday.

A man came into the room. At first, Amelia thought she had seen him before, but she couldn't figure out who he was. At first, he looked completely normal. But after a minute or two, he suddenly went crazy. He screamed loudly and then fell to the floor and started having severe fits (惊厥

ཁྲུང་ཆེན་ཆེན་), yelling and waving his arms and legs. This continued for a while, and then, suddenly, everything stopped. The man calmly stood up, stretched (伸懒腰 འཐེན་པ་) and then sat down in the chair.

Amelia was very frightened. She'd never seen a patient with such abnormal symptoms. Who knew when he would have another fit? After asking him a few



questions, she learned that these fits were chronic, that they happened several times a day, and that they had never been successfully diagnosed by a doctor.

She decided to put him inside an advanced machine for a test. She hoped that she could rely on this piece of equipment to figure out this man's problem. But the machine showed that he was completely normal. She knew of no way to help him prevent his fits. She had never felt so confused in her life.

"I encourage you to take this medicine," she said to the man after he came out of the machine. "It won't cure everything, but maybe it will help you treat your



symptoms. It's also to your advantage to avoid drinking, driving, or taking any other risks. We can make an appointment for you to come in after two weeks to see what has happened. Now, do you have any insurance to pay for the medicine?"

But the man was not listening. While she was talking, he had kneeled down (跪下 ཐུས་བཅུག་པ) on the floor and pulled a box out of his pocket. Now, he was taking a thin skin – a kind of mask – off of his face. He opened the box and started to speak.

"Amelia, I have looked up to you for years now. I admire you and I truly love you. Will you marry me?"

Amelia gasped in shock. Now the mask was off and the box was open. Inside the box was a ring, and behind the mask was her boyfriend! She felt so relieved that she forgot she had ever been frightened or confused. "Of course!" she responded enthusiastically.

Reading Comprehension Questions

1. What is Amelia's job? How long has she worked at this job?

2. What has Amelia seen while working in the emergency room?

3. What did Amelia think when she first saw the man?

4. What was the man's behavior like at first? How did it change?

5. How did Amelia feel? Why?

6. What did she decide to do?

7. What did Amelia encourage the man to do?

8. By the time Amelia stopped talking, what had the man already done?

9. Who was this man? What did he ask Amelia?

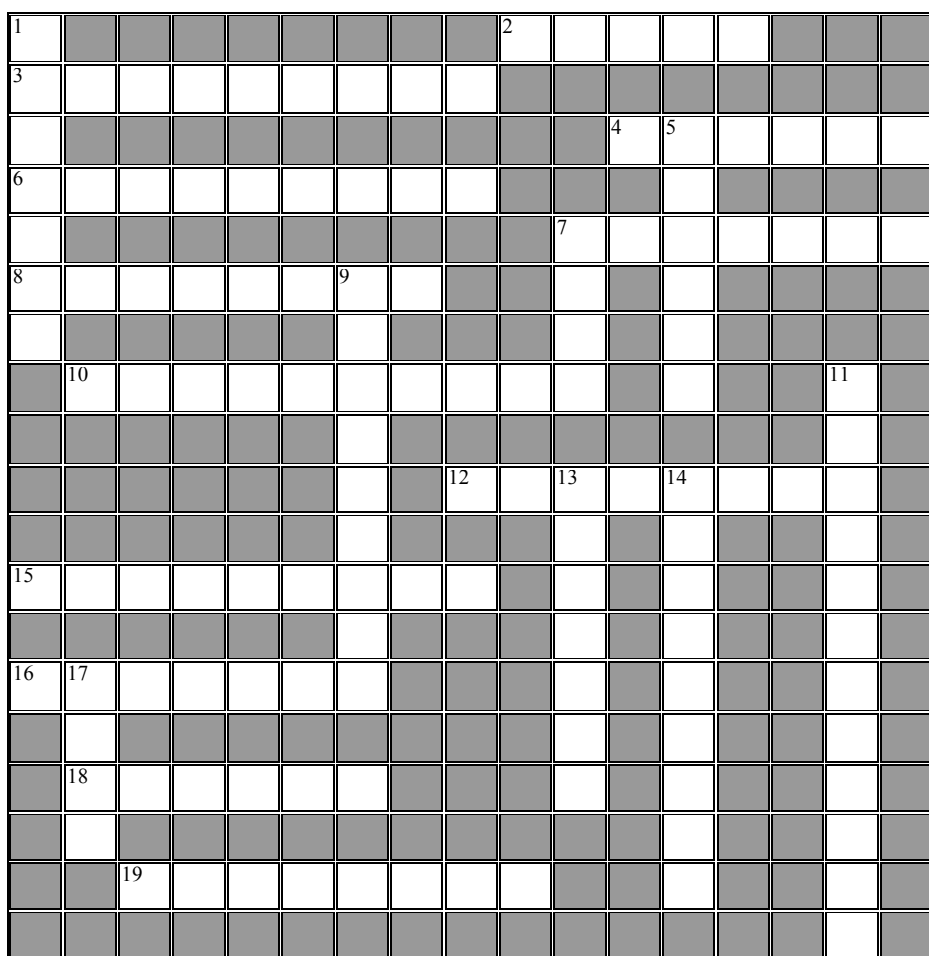
10. How did Amelia feel? Did she agree to the man's proposal (求婚, 提案 གཉེན་སྦྱང་
བ། གྲོས་གཞི་འདོན་བ)?

Vocabulary Exercises

Exercise 1: Matching

- | | | |
|-----------------|-------|---|
| 1. painful | _____ | very new technology |
| 2. appointment | _____ | trust, need, use, believe in |
| 3. disadvantage | _____ | to find/name a person's medical problem |
| 4. diagnose | _____ | to fix a medical problem |
| 5. rely on | _____ | a bad thing |
| 6. medical | _____ | a problem/reaction/result |
| 7. symptom | _____ | very uncomfortable |
| 8. cure | _____ | what doctors do for patients |
| 9. treat | _____ | to suggest that something is bad |
| 10. discourage | _____ | about doctors and hospitals |
| 11. advanced | _____ | meeting |

Exercise 2: Crossword Puzzle



Across

2. A big cut; to be hurt
3. "Fire! Fire! It's an _____ - everyone leave the building!"
4. "Why isn't Drolma in school today?" "She has a _____. Her leg is broken, so she went to the hospital."
6. Every student must buy medical _____ every year so that if they get sick or injured, they won't have to pay at the hospital.
7. I have _____ back pain - my back is almost always hurting.
8. The new library computer is more _____ than the old one.
10. I want to _____ you from smoking - I think you shouldn't do it.
12. TB and AIDS are _____
15. Many people have different _____ for diseases and injuries at the hospital

16. If you try to take my girlfriend, I will _____ you - I will stop you before you can do it.

18. She has a _____ illness, so she won't be back in school for a week.

19. I always _____ on my friends to help me when I'm in trouble.

Down

1. David wants to go to _____ school to become a doctor.
5. Not strange or different
7. We still haven't found a _____ for either cancer or AIDS
9. Frisbees, basketballs, badminton rackets - we have a lot of sports _____ in the library
11. A _____ of learning English is that the grammar is crazy and difficult!
13. A high fever, coughing, a headache and a runny nose are _____ of the common cold.
14. An _____ of learning English is that you can talk to people from all over the world.
17. It's snowing outside. It's too dangerous to drive home on the motorcycle - I won't take such a big _____. I will go home tomorrow instead.

Activity: In the Emergency Room

The emergency room is a truly crazy place. In groups, write a short skit about something terrible or crazy that happened in the emergency room last week (the teacher will give you a situation). You need at least one doctor and one patient, but otherwise you can decide what you want to do! Be creative and think of other roles (角色 演员) for people in your group (girlfriend or boyfriend, police, mother, thief, etc.).

Grammar: Review of Present Perfect

When you go to the doctor's office, they often ask you about your medical history.

- ☐ How has your health been this year?
- ☐ Have you ever.... (been injured, had cancer, broken any bones, etc.) ?
- ☐ I have never had cancer before.

Why do we use the present perfect for these questions? We use the present perfect to describe:

1. _____.
 2. _____.
- ☐ Present perfect = have/has + PP: I _____ (eat).

How is the present perfect different from the simple past? We use the simple past to describe _____.

Exercise 1: Make the words below into sentences using the present perfect:

1. I / study / English / for five years.
_____.
2. We / not travel / Rebgong / since 1982.
_____.
3. She / ever / eat / deer / before ?
_____.
4. Tashi / never / be / late to class.
_____.
5. Rosa / live / in Maixiu / for thirty years.
_____.

6. Tim / move / to Beijing / yet ?

7. Bella / never / like / American music.

8. You / ever / meet / President Obama ?

Exercise 2: Use the present perfect or simple past to complete the conversation.

Amelia: _____ (you/ever/be) to Chabcha?

Andrea: I _____ (travel) there once when I was eight years old.

Amelia: Chabcha _____ (grow) very fast over the past ten years.

If you only _____ (go) there once when you were very young, you will find that it _____ (change) a lot.

Andrea: I _____ (want) to go there last week for the horse festival, but I _____ (be) busy.

Amelia: That's too bad. You can visit me anytime, though. I

_____ (teach) Tibetan there since 2001.

Andrea: That's great! _____ (you/ever/eat) the mutton in Chabcha?

Amelia: Yes, I _____ (eat) it last Tuesday! It's so delicious.

Andrea: And _____ (you/get used to) life in Chabcha?

Amelia: Yes, I _____ (get used to) life there. Last year I

_____ (not feel) very comfortable living there. But now

Chabcha _____ (become) my home. I like living there very much!

Exercise 3: Medical history dialogue

First, complete the dialogue with the present perfect or simple past. Then read the dialogue with a partner before answering the questions below.

Doctor Dorje: Before I start to examine you today, I want to ask you a few questions.

First, _____ (your health/be) good this year?

Caleb: Yes, I _____ (be) very healthy all year.

Doctor Dorje: Great! Then let's get started. First,

_____ (you or your family members/ever/experience) any heart problems?

Caleb: I _____ (never/have) any heart problems. However, my grandfather

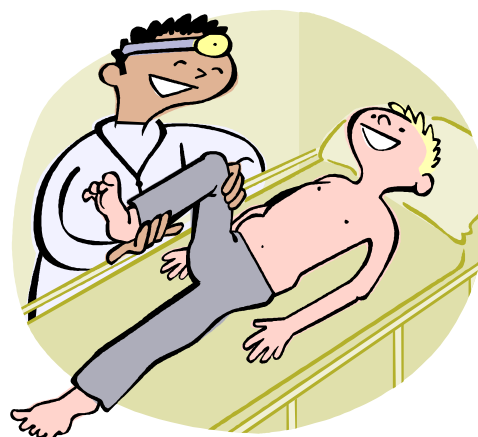
_____ (suffer) from a weak heart

for many years. He finally _____

(begin) treatment last May.

Doctor Dorje: OK...next, _____ (anyone in your family/ever/have) cancer (癌症 ལྷན་ནད)?

Caleb: No, none of my family members _____ (have) cancer.



Doctor Dorje: Good...next, _____ (you/receive) all of your vaccinations (疫苗接种 འགོག་སྐྱེན་རྒྱ་ལ)?

Caleb: No...I _____ (try) finish all of my vaccinations last week, but I _____ (not have) the time.

Doctor Dorje: Alright, we'll do those today. Lastly, _____ (anything else/happen) this year that I should know about? _____ (you/have) any diseases or injuries?

Caleb: No, everything _____ (be) great all year!

Doctor Dorje: Excellent! Then let's start the examination.

Reading Comprehension Questions

1. How has Caleb's health been this year?

2. Have Caleb or his family members ever experienced heart problems?

3. Has anyone in Caleb's family ever had cancer?

4. Has Caleb received any of his vaccinations?

5. Caleb has been very sick all year, hasn't he?

6. How many questions has Doctor Dorje asked Caleb during this interview (面试, རྒྱུ་འཕྲིད་ཀྱི་ཁུར་འཕྲིད་)?

Grammar: Review of Past Perfect

Sometimes, when discussing our medical history we want to talk about something that happened before something else in the past:

- ☐ She hadn't gotten sick for twenty years until she moved to Yunnan.
- ☐ I had been very sick for years until I started to take this medicine.
- ☐ Before you injured your leg, had you ever had any trouble walking?
- ☐ I hadn't ever been to a hospital before I broke my leg last year.

We use the past perfect to describe _____.

It is often used with before/by the time/until + simple past

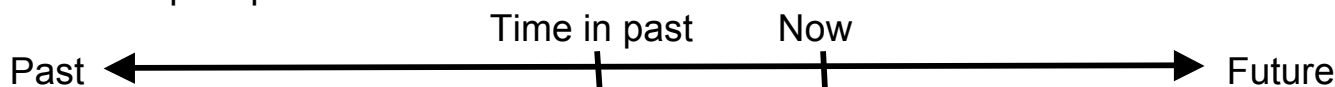
Past perfect = had + PP: I _____ (eat).

- ☐ Past perfect/simple past sentence: _____ (eat) before I _____ (visit) you on Saturday.

Draw the present perfect on the timeline:



Draw the past perfect on the timeline below



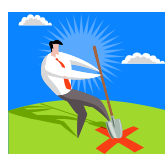
Exercise 1: Complete the dialogues by following the pattern below (speaking)

A: Did Tashi and Lobsang drive to Zeku last weekend?

B: No, they didn't. They had driven to Zeku the weekend before, so they didn't want to drive to Zeku again.



1. Sarah, go to a concert



6. Lobsang, dig caterpillar fungus



2. You and Yangzom, ride your horses to the grasslands



7. Kyle and Grace, play basketball at the park



3. Your friends, go to the internet bar



8. Isaac, play the guitar



4. Ethan, stay with his grandmother



9. You, make dumplings



5. Your father, climb the mountain



10. _____

Exercise 2: complete the sentences below using the past perfect or simple past:

- I _____ (never/go) to the monastery before my friend _____ there last week.
- She _____ (be) hungry for a very long time before she finally _____ (arrive) home and _____ (eat) dinner.
- Until Drolma's eighteenth birthday, she _____ (not be) allowed to drive her father's motorcycle.
- When Lhamo _____ (get on) the airplane, she suddenly _____ (realize) that she _____ (forget) her wallet.
- He _____ (know) Beijing very well because he _____ (already/travel) here several times.

6. Because I _____ (not reserve (预订 མངགས་ནོ)) a table at the hotpot restaurant, we _____ (have) to go somewhere else for dinner.

7. Before Tsomo _____ (go) to America, _____ (she/ever/study) English before?

8. Alex didn't bring his ID card (身份证 རྩིས་ཐོ་ལག་འབྱེད) to the meeting because he _____ (lost) his wallet.

Exercise 3: Complete the sentences using the present perfect, past perfect or simple past.

I _____ (eat) yogurt only twice in my life.
 I _____ (eat) yogurt before I came to Qinghai.
 I _____ (eat) yogurt every day since 2001!
 I _____ (eat) yogurt last week.



Tashi _____ (work) as a teacher since 1905!
 Tashi _____ (work) as a teacher in both America and China.
 Tashi _____ (work) as a teacher last year.
 Tashi _____ (work) as a teacher before he came to Qinghai.

Before she came to Rebgong, Susan _____ (never see) a yak.
 Last Tuesday, Susan _____ (see) the singer Lobsang on the street.
 Susan _____ (see) many yaks since she moved to Rebgong.
 Susan _____ (already/see) a different doctor before she came to me.
 Susan _____ (never/see) a giraffe until she went to the Xining zoo.

Exercise 4: Complete the sentences using the present perfect, past perfect or simple past.

1. _____ (ever/be) to Labrang?
 2. She _____ (study) English for several years before she _____ (come) to ETP.
 3. I _____ (work) as a teacher for ten years, but it was only last year that I _____ (begin) to enjoy it.
 4. Kelly _____ (always be) a great dancer, but last night she _____ (dance) more beautifully than I _____ (ever/see) her dance before.
 5. _____ (we/study) how to use the future perfect tense yet?
 6. On Thursday night, he _____ (sing) to his girlfriend for six hours!
 7. By the time that he _____ (begin) to feel sick, he _____ (already/eat) five bowls of yogurt.
 8. _____ (you/always/be) been a doctor?
 9. She _____ (always/think) she was going to become a lawyer - until she _____ (become) interested in science.
 10. By the time Jacob _____ (arrive), it was too late – his friends _____ (already/leave) without him

Phrasal Verbs 3: Separable

With separable phrasal verbs, we can separate the verb and preposition.

Example: I put on my coat. I put it on.

Verb	Meaning	Example
Ask out	Ask (someone) on a date	Johnny asked Jenny out to dinner and a movie!
Call back	Return a phone call	I can't talk right now but I'll call you back tomorrow morning.
Call off	Cancel, decide not to do something	We were going to have a picnic, but I called it off because it was raining.
Call up	Make a phone call	I called up Tashi last night.
Give back	Return something to someone	I borrowed Susan's bicycle yesterday and gave it back today.
Hang up	Put something on a hanger or hook (also to end a phone call; this meaning is inseparable)	Please hang your jacket up in the closet. When my girlfriend called I quickly hung up the phone.
Pay back	Return money to someone	I borrowed 100 yuan from my friend, but I'm worried that I don't have enough money to pay him back!
Put away	Put something in its place	Please put away your books – you won't need them today.
Put back	Return something to its place	I put the book back onto the library shelf.
Put out	To stop a fire or cigarette	Make sure you put out the fire before you go to bed!
Shut off	Turn off	Please shut off your computer when you leave the computer room.
Try on	Put on clothing (in a store) to see if it fits	I tried on several shirts, but I couldn't find one that fit me – and that I liked.
Turn down	Decrease the volume (sound) of music, etc.	Please turn down that music – it's too loud!
Turn up	Increase the volume (sound) of music, etc.	I can't hear the music – can you please turn it up?

Exercise 1: Complete the conversations below by following the model (speaking)

A: Did you remember to turn off the oven? [or turn the oven off?]

B: Oh, I completely forgot! I'll turn it off right now.



1. take back, your library books



2. put away, your clothes



3. call up, your grandmother



4. pay back, your friend



5. hand in, your homework



6. turn on, the lights



7. take off, your boots



8. call back, the doctor

Exercise 2: Complete the sentences with pronouns and prepositions

1. A: Could you lend me some money to buy this VCD?

B: Sure, if you pay _____ tomorrow.

2. A: Your music is so loud! Could you please turn _____?

B: I'm sorry, but I actually feel that it's a bit quiet – I'd rather turn _____.
If you think it's too loud, maybe you should go stand outside in the garden.

3. I haven't talked with Johnny and Susan in a long time. Maybe I'll call _____ tonight to see how they're doing.

4. A: I'd love to keep talking with you, but someone's at the door.

B: That's fine. I need to get some work done. I'll call _____ tomorrow.

5. Where's my jacket? I thought that I had hung _____ on this coat rack, but now I can't find it!

6. A: Did you leave the stove on when we left the house? How about the fridge?

B: No, I shut _____ before we left.

7. Can I borrow your pen? I'll give _____ after class.

8. You're not allowed to smoke cigarettes in here! Could you please put _____?

9. A: What are you doing tonight?

B: Joe asked _____ on a date!

10. A: Did you take my toothpaste?

B: Yes, but I put _____ where I found it when I was finished.

A: Strange...I can't find it anywhere. You may have put _____ in the wrong place.

11. What a mess! Your room is filthy – and your clothes are all over the floor! Make sure you put _____ soon!

12. I'm feeling much too sick to go on a date tonight – I'm sorry, but I think I'm going to call _____.

13. These are some nice shoes – and they're cheap. You should try _____.

14. That's Tashi's bicycle. You should give _____ to him sometime.

Exercise 3: Speaking - work in groups of two.

Speaker A: Read the sentence with your book open.

Speaker B: Finish Speaker A's sentence with your book closed. Then switch.

1. I can't hear the music. Could you please turn _____?
2. I dropped my book. Could you pick _____?
3. This problem is too hard – I can't figure _____
4. I like this shirt. I'm going to try _____
5. Ben finished his homework and handed _____
6. Ethan asked Catherine to go to dinner and a movie with him. He asked _____.
7. It was snowing in Zeku, so we decided not to travel there right now. We were going to make the trip today, but instead we put _____.
8. I didn't understand the idea, so I looked _____ in another book.
9. It's bright enough here already in without those other lights. Could you please turn _____?
10. This coat's too warm! I'm going to take _____.
11. Your TV is so loud I can't sleep! Can you please turn _____?
12. These worksheets are for the class...could you help me hand _____?
13. Drolma was going to have a party, but instead she decided to call _____.
14. My wet jacket is in the closet. I hung _____ after I came back inside.
15. That story isn't true! You must have made _____.
16. I was really cold, so I took my winter jacket and put _____.
17. Sam! You shouldn't fall asleep in class! You'll be so embarrassed when the teacher wakes _____.
18. After fixing the car, I was finished using the tools so I put _____.
19. Who needs these papers? I'm going to throw _____.
20. I want to listen to the radio. Would you please turn _____?

Cloze 1: Doctors and Patients

It was midday, and already Doctor James Brown was extremely tired. This morning, he 1 late with a 2 headache. And now, only halfway through the day, he could barely continue to keep his eyes open 3 he treated patients at the hospital. While Dr. Brown usually worked extremely hard all day, today he 4 weak and tired. So today he 5 his assistants to do most of the work, measuring blood pressure (血压) and other vital signs 6 he tried not to collapse.

"I 7 this bad during work," he thought to himself. "I wonder if I 8 some disease from a patient..."

The next thing he knew, he 9 on his back as several other doctors leaned over him, staring. He looked around, and found that he had been brought to the 10 room. It was very busy, 11 many doctors and patients were running around. "What's wrong?" he tried to ask.

"Finally, he's awake," said his colleague (同事) Susan. "You passed out (昏厥) on the floor in your office, and we had to carry you in here. For weeks, I've 12 you to take a rest. You've been working too hard – to your own 13. Now you'll have to rest. You 14 [contract (v)= 感染] a 15 case of pneumonia (肺炎) and probably won't be able to work for a week, because your 16 is too great a 17 for the patients. If you come to work, it will be dangerous for them."

Dr. Brown laid back in bed and 18 his eyes. There was nothing he could do – he had to stop being the doctor and start being the patient until he felt better.

- | | | | |
|--------------------|--------------|-----------------|-----------------|
| 1. a. was woken up | b. wakes up | c. has woken up | d. had woken up |
| 2. a. symptom | b. severe | c. considerate | d. curious |
| 3. a. during | b. or | c. as | d. through |
| 4. a. feel | b. felt | c. has felt | d. feeling |
| 5. a. injured | b. relied on | c. turned on | d. made up |
| 6. a. during | b. or | c. while | d. through |

- | | | | |
|------------------------|------------------|--------------------|--------------------|
| 7. a. never felt | b. had ever felt | c. have never felt | d. had never felt |
| 8. a. was catching | b. catch | c. have caught | d. had caught |
| 9. a. lying | b. has lied | c. was lying | d. had lied |
| 10. a. machine | b. equipment | c. insurance | d. emergency |
| 11. a. or | b. and | c. but | d. though |
| 12. a. depended on | b. diagnosed | c. advantage | d. encouraged |
| 13. a. advantage | b. encourage | c. disadvantage | d. discourage |
| 14. a. are contracting | b. contract | c. had contracted | d. have contracted |
| 15. a. severe | b. symptom | c. generous | d. chronic |
| 16. a. injury | b. wound | c. symptom | d. disease |
| 17. a. risk | b. symptom | c. pain | d. discourage |
| 18. a. closes | b. closed | c. has closed | d. is closing |

Test Reading: Context Clues

What do you do when you read a word you don't know? The best thing to do is to look for clues (线索 线索) in the words around it to see if you can guess the meaning. There are a several different kinds of clues that you can look for that can help you make a good guess. The chart (图标 图标) below shows four different ways that you can find context clues in a sentence.

CLUE	DEFINITION	SIGNAL WORDS	EXAMPLES
1. Contrast or Opposite	This clue gives you words that are the opposite of the word you don't know.	but, in contrast, however, instead of, unlike, yet	<p>"Unlike his quiet family, Brad is garrulous."</p> <p>** From the sentence, you know that Brad's family is quiet, but he is not like them, so you can guess that the word garrulous might mean "talks a lot."</p>
2. Definition or Synonym	This clue gives you the definition, or other words that mean the same thing as the word you don't know.	is, means, the term, defined as, in other words, or, also known as. Often the only signal for this clue is the commas.	<p>Sedentary individuals, people who are not very active, often aren't very healthy.</p> <p>** This sentence gives you the definition of sedentary: "people who are not very active." Your only clue here is the commas.</p>
3. Examples	This clue gives you specific examples of the word you don't know.	like, such as, including, for instance, for example	<p>Many cultures think that celestial bodies, such as the sun, moon, and stars, are sacred.</p> <p>** This sentence doesn't tell you exactly what the words mean, but it gives you some examples: "sun, moon, and stars." So you might guess that celestial bodies means "things that are in the sky."</p>
4. Explanation	This clue gives you an explanation that can help you guess what		<p>The patient is so somnolent that she needs medication to help her stay awake.</p> <p>** Since she needs medicine to stay awake, you can probably guess that</p>

	the word means.		somnolent means "tired."
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Exercise 1: Using the context clues, try to guess what each word means. Write the number of the context clue that you used.

- The girl who used to be very vociferous doesn't talk much anymore. (#_____)
a) talkative b) angry c) quiet d) smart e) kind
- Pedagogical institutions, including high schools, kindergartens, and colleges, are very important. (#_____)
a) teaching b) greedy c) schools d) interesting e) intelligent
- He was so parsimonious that he refused to give his own sons the few RMB they needed to buy pencils for school. It truly hurt him to give away his money. (#_____)
a) greedy b) sick c) generous d) hungry e) patient
- His pertinacity, or stubbornness, is the cause of most of his trouble. (#_____)
a) dangerous b) happiness c) stubbornness d) handsomeness e) mood
- Instead having clandestine meetings, they never tried to hide anything they did. (#_____)
a) stupid b) secret c) interesting d) boring e) angry
- Ecclesiastics, such as priests, ministers, and lamas, should set good examples for other people to behave well. (#_____)
a) Teachers b) taxi drivers c) officials d) students e) religious leaders
- The girl was churlish – rude, sullen and absolutely ill-mannered. (#_____)
a) sweet b) pretty c) unhappy d) not nice e) silly
- Because the conflagration was helped by wind, every building in the area was completely burned to the ground. (#_____)
a) storm b) accident c) fire d) school e) fire fighter

Exercise 2: Use context clues to guess the meanings of the made-up words below.

Jack quickly entered the didot and began working. He had often thought that this job was extremely yullning. He would soon quit, he decided. At the end of the day, he put on his redick and went back home to relax. He took out his favorite pipe and settled into the comfortable and beautiful new pogtry. What a fantastic schnappy he had made when he had bought the pogtry. Only 300 yagmas!

- didot _____
- yullning _____
- redick _____
- pogtry _____
- schnappy _____
- yagmas _____

Exercise 3: Use context clues to find the meanings of the words below.

- The girls languidly put on their jackets as if they had no energy at all.
a. energetically b. quickly c. energy-less d. actively
- Some people are perplexed by math, while others understand it quickly.
a. confused b. easy c. calm d. relaxed
- Allison became so lethargic, she didn't have the energy to get out of bed.
a. active b. bubbly c. exhausted d. lively
- Jackie was filled with mortification, or shame, because of her unkind remark.
a. proud b. shame c. confident d. happy
- Katie appeared infallible in math class because she had never gotten a problem wrong.
a. never wrong b. mistaken c. wrong d. incorrect
- Phyllis felt elated when she won the race.
a. sick b. miserable c. tired d. happy
- The tornado annihilated the whole town to the point that nothing was left standing.
a. destroyed b. saved c. created d. constructed
- We could tell by the rotten smell, that something putrid was in our trash can.
a. ample b. alive c. rotten d. appealing

9. Two girls started school this week. Beth has a gregarious personality. Jenna is rather quiet.
 a. shy b. bashful c. timid d. outgoing
10. Instead of climbing into bed, she decided to take a nap on the chaise.
 a. sleeping bag b. bed-like furniture c. chair d. floor
11. There was crazy pandemonium as people were trying to leave the rock concert.
 a. silence b. craziness or chaos c. order d. peace
12. If you don't conquer your fears, they will beat you.
 a. lose b. win c. talk about d. forget

Test Reading 1 (2007 全国 II)

It is difficult for doctors to help a person with a damaged brain. Without enough blood, the brain lives for only three to five minutes. More often the doctors can't fix the damage. Sometimes they are afraid to try something to help because it is dangerous to work on the brain. The doctors might make the person worse if he operates on the brain.

Dr. Robert White, a famous professor and doctor, thinks he knows a way to help. He thinks doctors should make the brain very cold. If it is very cold, the brain can live without blood for 30 minutes. This gives the doctor a longer time to do something for the brain.

Dr. White tried his idea on 13 monkeys. First he taught them to do different jobs, then he operated on them. He made the monkeys' blood go through a machine. The machine cooled the blood. Then the machine sent the blood back to the monkeys' brains. When the brain's temperature was 10°C, Dr. White stopped the blood to the brain. After 30 minutes he turned the blood back on. He warmed the blood again. After their operations the monkeys were like they had been before. They were healthy and busy, and could still do the jobs the doctor had taught them.

1. The biggest difficulty in operating on the damaged brain is that _____.
 A. the time is too short for doctors B. the patients are often too nervous
 C. the damage is extremely hard to fix D. the blood-cooling machine might break down
2. The brain operation was made possible mainly by _____.
 A. taking the blood out of the brain B. trying the operation on monkeys first
 C. having the blood go through a machine D. lowering the brain's temperature
3. With Dr. White's new idea, the operation on the damaged brain _____.
 A. can last as long as 30 minutes B. can keep the brain's blood warm
 C. can keep the patient's brain healthy D. can help monkeys do different jobs
4. What is the right order of the steps in the operations?
 a. send the cooled blood back to the brain b. stop the blood to the brain
 c. have the blood cooled down d. operate on the brain
 A. a, b, c, d B. c, a, b, d C. c, b, d, a D. b, c, d, a

Test Reading 2 (2010 北京一模)

The rising costs of health care have become a problem for many countries in the world. To deal with this problem, it is recommended that a big part of the government's health budget (预算) has been used for health education and disease prevention instead of treatment. Actually, many kinds of diseases are preventable in many ways and preventing a disease is usually much cheaper than treating it. For example, people could avoid catching a cold if they dressed warmly when the weather starts getting cold. But many people get sick because they fail to do so, and have to spend much more money seeing a doctor.

Daily habits like eating more healthy food would have kept millions of families from becoming bankrupt if the patients had taken ways for early prevention. For example, keeping a balanced diet (均衡饮食), such as not consuming too much animal fat and trying to have enough vegetables and fruits, seems to be quite important.

One very effective and costless way of prevention is regular exercise, which is necessary for

a healthy mind and body. Regular exercise, such as running, walking, and playing sports is a good way to make people feel better or reduce stress.

In addition, health education plays a key role in improving people's health. By giving people more information about health, countries could help people understand the importance of disease prevention and ways to achieve it. For example, knowing one's family medical history is an effective way to help keep healthy. Information about health problems among close relatives will make them aware of what they should do to prevent certain diseases through lifestyle changes, which will work before it is too late.

However, paying more attention to disease prevention does not mean medical treatment is unimportant. After all, prevention and treatment are just two different means toward the same effect. In conclusion, we could save money on health care and treat patients more successfully if our country spends more money on health prevention and education.

1. What's the meaning of the underlined word "consuming" in Paragraph 2?

- A. Avoiding. B. Producing. C. Eating. D. Cooking.

2. What's the best title of the passage?

- A. Health or Illness? B. Exercise or Illness?
C. Prevention or Education? D. Prevention or Treatment?

3. We can learn from the passage that ____

- A. the more health education, the better B. dressing warmly can prevent diseases
C. a balanced diet is cheaper than regular exercise
D. the government's health budget should be increased

4. Which of the following can replace the underlined word "bankrupt"?

- A. Unable to be cured B. Unable to pay one's debts
C. stronger than ever before D. More successful than ever before

Test Reading 3 (2010 山东)

Christopher Thomas, 27, was a writer by night and a teacher by day when he noticed he was always tired and was losing weight fast. Diagnosed with diabetes (糖尿病), Thomas would need to inject himself with insulin (胰岛素) three times a day for the rest of his life or risk nerve damage, blindness and even death. And if that weren't bad enough, he had no health insurance.

After a month of feeling upset, Thomas decided he'd better find a way to fight back. He left Canton, Michigan, for New York, got a job waiting tables, nicknamed himself the Diabetic Rockstar, and created diabeticrockstar.com, a free online community for diabetics and their loved ones—a place where over 1,100 people share personal stories, information, and resources.

Jason Swencki's son, Kody, was diagnosed with diabetes at six. Father and son visit the online children's forums (论坛) together most evenings. "Kody gets so excited, writing to kids from all over," says Swencki, one of the site's volunteers. "They know what he's going through, so he doesn't feel alone."

Kody is anything but alone: Diabetes is now the seventh leading cause of death in the United States, with 24 million diagnosed cases. And more people are being diagnosed at younger ages.

These days, Thomas's main focus is his charity (慈善机构), Fight It, which provides medicines and supplies to people—225 to date—who can't afford a diabetic's considerable expenses. Fight-it.org has raised about \$23,000—in products and in cash. In May, Thomas will hold the first annual Diabetic Rockstar Festival in the Caribbean.

Even with a staff of 22 volunteers, Thomas often devotes up to 50 hours a week to his cause, while still doing his full-time job waiting tables. "Of the diabetes charities out there, most are putting money into finding a cure," says Bentley Gubar, 48, one of Rockstar's original members. "But Christopher is the only person I know saying people need help now."

1. Which of the following is true of Christopher Thomas?

- A. He needs to go to the doctor every day. B. He studies the leading cause of diabetes.

- C. He has a positive attitude to his disease.
2. Diabeticrockstar.com was created for ____.
- A. diabetics to communicate
- C. children to amuse themselves
3. According to the text, Kody ____.
- A. feels lonely because of his illness
- C. helps create the online kids' forums
4. What can we learn about Fight it?
- A. It helps the diabetics in financial difficulties.
- B. It organizes parties for volunteers once a year.
- C. It offers less expensive medicine to diabetics.
- D. It owns a well-known website.
5. The last paragraph suggests that Thomas...
- A. works full-time in a diabetes charity
- B. employs 22 people for his website
- C. helps diabetics in his own way
- D. tries to find a cure for his diabetes
- D. He encourages diabetics by writing articles.
- B. volunteers to find jobs
- D. rock stars to share resources
- B. benefits from diabeticrockstar.com
- D. writes children's stories online

Vocabulary 2: Scientific Achievements

What is science? _____.

What are some different fields (领域 ཁྲིམ་ཁྲོམ་) of science? What do people study in these fields?

- ☐ Biology – the study of living things
- ☐ Physics -
- ☐
- ☐
- ☐
- ☐



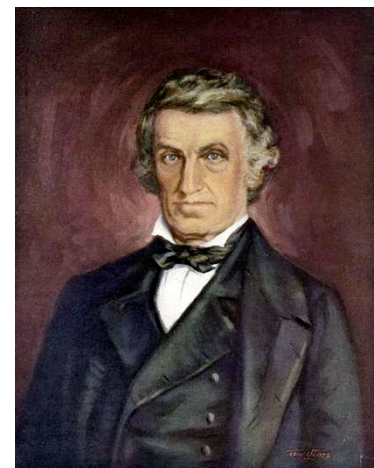
What do we learn from science? What is the purpose (目的, 目标 དམིགས་ཡུལ་) of science?

Vocabulary: Match the words to their meanings

- | | |
|----------------------------------|---|
| 1. Discover (v), discovery (n) | _____ to watch closely and carefully |
| 2. Theory (n) | _____ likely; something you think is true/will happen |
| 3. Assume (v), assumption (n) | _____ to affect or change someone/something |
| 4. Influence (v/n) | _____ the small things that make up animals and plants |
| 5. Research (n, v) | _____ a room where people do experiments/tests |
| 6. Probable (adj) | _____ large, important or meaningful |
| 7. Experiment (n, v) | _____ a (correct) way of doing something; process |
| 8. Laboratory, lab (n) | _____ a number that is not exact; roughly, about |
| 9. Procedure (n) | _____ to succeed in doing something great |
| 10. Monitor (v) | _____ result |
| 11. Approximately (adv) | _____ something true |
| 12. Evidence (n) | _____ facts or objects used to show that something is true (often in science or crime) |
| 13. Fact (n) | _____ to guess |
| 14. Achievement (n), achieve (v) | _____ the very small things that make up everything in the world |
| 15. Significant (adj) | _____ to think/say something without knowing if it is true or not |
| 16. Evolution (n), evolve (v) | _____ the theory that animals/plants change over time to fit their environment; change, develop |
| 17. Cell (n) | _____ to study something carefully and in detail |
| 18. Atom (n) | _____ an idea about how something works |
| 19. Estimate (v, n) | _____ to find something |
| 20. Outcome (n) | _____ a test to see if something is true or not |

Reading: The Discovery of Digestion (消化)

Until the middle of the 19th century, the stomach remained a mystery. What was it for? What was inside? There many different ideas and theories, but nobody really knew. Many people thought that the stomach was where people's feelings and personality came from. People assumed that the stomach influenced, or even controlled, who we were and how we behaved. Our character (个性 རང་གཞིས་) and emotions, in short, were believed to come from our stomach. Very little research had ever been done on the stomach before. It was impossible to see inside the stomach from outside. But also, with poor medical technology, it was probable that any experiments done inside a person's stomach would kill them.



However, this changed in the 1820's because of an experiment done by an army doctor named William Beaumont. Beaumont was a farm boy from the eastern United States who left home at a young age to become a doctor. He got a job at a remote (遥远 རྒྱང་ཤིང་) town where hunters came to trade furs (毛皮 བལ་ཕྱགས་) and get supplies (供应 མཁོ་སྤྱོད་). One day, a man was shot (开枪 མེ་མདའ་རྒྱབ་པ་) outside a store



near Beaumont's hospital. When Beaumont got there, the man was bleeding from a hole in his stomach. But as he was being brought back to the hospital, Beaumont saw something else. Food was coming out of the hole in the man's stomach.

The man, Alexis St. [Saint] Martin, healed from his wound, but he still had a hole in his stomach. Beaumont saw an opportunity to find out what the

stomach actually did. So he started to perform experiments on St. Martin in his laboratory. His procedure was very simple: he would put a piece of food on a string (细绳 ཐག་པ་ཕྱ་མོ་) and lower (向下移 མར་སྒྱོར་བ་) it into St. Martin's stomach hole. He would monitor the food while it was in the stomach and then pull it back out. He repeated this experiment thousands of times for over three years, and found that most food needed approximately two or three hours to be digested (消化 འཇུ་བ་). He kept collecting evidence to show that digestion happened in the stomach but still could not figure out why. Finally, one day he found that the food was being digested by a clear liquid (液体 གཤེར་གཟུགས་) which came out of the stomach. This liquid, which he called "gastric juice", was actually enzymes (酶 འཇུ་བྱེད་གཤེར་ཁུ). Beaumont had discovered the fact of digestion in the stomach - how food becomes part of us!

It was an important achievement – a significant discovery in the history of science. Since that time, many important things and ideas – from Darwin's theory of evolution to the discovery of cells, atoms and DNA – have been discovered by scientists. One bad estimate or mistake and their experiment's outcome would be ruined (弄坏 གཏོར་བཞག་). But with perseverance (恒心, 毅力 བརྟན་ཆོག་), hard work and a

little bit of luck, these scientists were ultimately (终于མཐར་ཐུག) able to achieve great things.

Source: Krulwich, Robert and Abumrad, Jad, Guts, Radiolab, WNYC (NPR), April 3, 2012

Reading Comprehension Questions

1. Before the middle of the 19th century, what did people think happened in the stomach? _____.
2. Why had very little research been done about the stomach before the 19th century? _____.
3. Who was William Beaumont? _____.
4. What happened to the man at the store? _____.
5. What did Beaumont see coming out of his stomach? _____.
6. Did St. Martin heal? _____.
7. What was Beaumont's procedure? _____.
8. How long did it take for food to digest? _____.
9. What did he finally find? What was digesting the food? _____.
10. What does the author say a scientist needs to achieve great things? _____.

Vocabulary Exercises

Exercise 1: Complete the story with the words below

significant	experiments	influence	theory	discover
laboratories/labs	achievement	evidence	evolution	

Charles Darwin is famous because he _____ the idea of _____. This _____ says that as animals and plants compete to survive and reproduce, the “fittest” animals will pass their genes (基因 རིགས་རྒྱན་ས་ཐོན) to their children while those less “fit” will not. Over time, animals and plants will change to adapt (适应 རམ་ཤོ) to a changing environment and situation. Darwin used _____ he gathered in the Galapagos Islands and in other places to support his idea.

When Darwin wrote this theory in the book The Origin of the Species, it was seen as an important and _____ achievement, and he soon became famous. Since that time, Darwin and his theory have _____ many people, and has been confirmed (证明 ར་སྟོན) by _____.

many tests and _____ done in science
_____ in universities around the world. Truly, Darwin's theory is a
great _____ in the history of science.

Exercise 2: Match the words to the sentences in which they best fit

1. research _____ When students take exams, two teachers come to the classroom to _____.
2. outcome _____ "How much does that motorcycle cost?" "I don't really know, but I'll _____ it costs at least 5000 RMB!"
3. achieve _____ There are three _____ in CO₂
4. assumption _____ At university, he is _____ Mongolian traditions.
5. estimate _____ There are _____ 40 students in the class.
6. atom _____ I don't know what will happen in this experiment, but I don't think the _____ will be good.
7. monitor _____ Thonmi Sambhota helped Songtsen Gampo _____ his dream of creating a written Tibetan language.
8. approximately _____ Many people _____ Tsering is Tibetan, but actually he's Mongolian.

Exercise 3: Use the new words to complete the sentences

1. The _____ (n) for making tsamba is not difficult. There are not many things you have to do before it is finished.
2. I didn't know his exact age, but I _____ that he was about forty years old.
3. Every living thing is made up of _____.
4. Many students study Marxist _____ in politics class.
5. When I first met Mark, I _____ he was American, but I was wrong. He's actually Canadian.
6. When you do _____, you must be careful! If you do something wrong, everything could explode!
7. The _____ or results of the tests were not good, so we had to go back to the _____ to do more experiments.

Grammar: Passive voice – Review and Expansion

- ☐ The theory of relativity was discovered by Albert Einstein.
- ☐ The Origin of the Species was written by Charles Darwin.
- ☐ That chemical should be put in the test tube (试管 ལུག་ཚོད་).



We use passive voice whenever we want to focus on the action of a sentence or the object of the action, NOT the subject (the person or thing that does the action).

In the active voice, the action (verb) of a sentence is done by the subject (I ate a chicken; I do the eating, not the chicken!). However, in the passive voice, the action of the sentence is NOT done by the subject! Instead, it is done by the object བྱ་ཚོགས། (A

chicken was eaten by me; I still do the eating, not the chicken!). བྱེད་སྤྱིའི་སྐབས་སུ་ཆོག་ཀྱང་
ནང་གི་བྱ་ཆོག་སྟེ་བྱེད་པ་པོས་བསྐྱབས་པ་ཡིན་ཏེ། རྒྱ་ལས་བྱ་ཤ་ཐོས་བ་ཡིན། ངས་ཟ་བཞིན་ཡོད། བྱ་ཤ་མིན། གང་ལྟར། བྱ་
བའི་ཡུལ་གྱི་སྐབས་སུ་ཆོག་ཀྱང་ནང་གི་བྱ་ཆོག་སྟེ་བྱེད་པ་པོས་བསྐྱབས་པ་ཡིན་ཏེ། བྱ་བའི་ཡུལ་གྱིས་འཛབ་བྱས་བ་རེད། རྒྱ་
ཤ་ལས་ཐོས་བ་ཡིན། ངས་ད་དུང་ཟ་བཞིན་ཡོད། བྱ་ཤ་མིན།

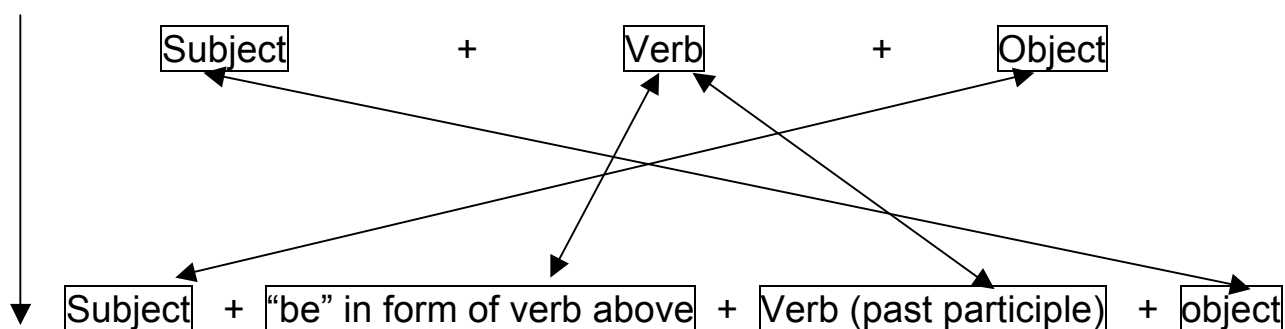
Write the passive sentences below in the active voice. If necessary, choose a subject for the sentence. Use the chart below to help you.

- ☐ My bike was stolen by Tashi. (passive)
○ _____ . (active)
- ☐ The disease was diagnosed accurately. (passive)
○ _____ . (active)
- ☐ Women are not treated equally by men. (passive)
○ _____ . (active)

Forming the passive: When we change active sentences into the passive voice, we must first switch the subject and _____. Then, you must transform the verb. Passive verbs are made up of be (in the verb tense of the original active sentence) and the past participle of the original verb.

<p>S V O 主动: (a) Mary helped the boy. བྱེད་ཆོག་གཙོ་བོར་དང་།</p> <p>S V O 被动: (b) The boy was helped by Mary. བྱ་ཡུལ་གཙོ་བོར་དང་།</p>	<p>被动语态的形式: be + 过去分词 བྱ་བའི་ཡུལ་སྟོན་པའི་ནུས་པ། be + འདས་བའི་འདས་པ།</p> <p>在被动语态中, 主动语态动词的宾语变成了被动语态动词的主语: བྱ་བའི་ཡུལ་སྟོན་པའི་ནུས་པ། (a) 句中的 “boy” 变成了 (b) 句中被动与台动词的主语。 (a) 与 (b) 意思相同。 བྱ་བའི་ཡུལ་ བྱ་བའི་ཡུལ་སྟོན་པའི་ནུས་པ། སྟོན་པའི་ནུས་པའི་ནང་ དུ་བྱེད་ཆོག་གི་ནུས་པའི་ཆབ་ཆོག་བྱ་ཡུལ་སྟོན་པའི་བྱེད་ཆོག་ ཆོག་གྲུབ་ (a)ནང་གི་“boy”དེ་(b)ནང་གི་ཡུལ་ བྱ་བའི་ཡུལ་སྟོན་པའི་ ནུས་པའི་བྱེད་ཆོག་(a)དང་ (b)ཡི་ནང་དོན་གཅིག་མཚུངས།</p>
<p>主动: (c) An accident happened. བྱེད་པ་པོ་གཙོ་བོར་དང་། 被动: (d) (none) བྱ་ཡུལ་གཙོ་བོར་དང་།</p>	<p>只有及物动词 (带宾语的动词) བྱ་ཡུལ་སྟོན་པའི་བྱ་ ཆོག) 用于被动语态。像 happen, sleep, come 和 seem (不及物动词) 这样的动词是不能用于被 动语态的。 བྱེད་འབྲེལ་ལས་ཆོག་སྐབས་ (བྱ་ཡུལ་སྟོན་པའི་བྱ་ཆོག) བྱ་ ཡུལ་གཙོ་བོར་དང་གྱི་སྐབས་སུ་བཀོལ། དཔེར་ན། happen, sleep, come ངང་ seem (བྱེད་མེད་ལས་ཆོག) འདི་ལྟ་ བའི་བྱ་ཆོག་བྱ་ཡུལ་སྟོན་པའི་ཆོག་གི་སྐབས་སུ་མི་བཀོལ།</p>

Active: Tashi stole an orange.



Passive: An orange was stolen by Tashi.

NB: In passive sentences with an object, by must be used (as above). 在带宾语的被动句里，需要宾语前用“by”。བྱ་ཡུལ་སྟོན་པའི་ཚིག་གི་ནང་དུ་བྱ་ཡུལ་ཚབ་ཚིག་ལས་ཚིག་ཐོན་དུ་“by”

Passive voice verb chart: When using the passive voice in different verb tenses, only change the “be” (is, are, was, has been, etc) part of a passive sentence.

Verb tense	Active voice	Passive voice
Simple present	Yang helps Billy.	Billy is helped by Yang.
Present continuous	Yang is helping Billy.	Billy is being helped by Yang.
Present perfect	Yang has helped Billy.	
Simple past		Billy was helped by Yang.
Past continuous	Yang was helping Billy.	
Past perfect	Yang had helped Billy.	
Simple future	Yang will help Billy.	
Simple future	Yang is going to help Billy.	
Future continuous	Yang will be helping Billy.	
Future continuous	Yang is going to be helping Billy.	
Future perfect	Yang will have helped Billy.	Billy will have been helped by Yang.
Modal CAN	Yang can help Billy.	
Modal COULD		Billy could be helped by Yang.
Modal SHOULD	Yang should help Billy.	
Modal MUST	Yang must help Billy.	

Modal WOULD	Yang would help Billy.	
-------------	------------------------	--

Exercise 1: Put the sentences below into the passive voice

1. Carolyn ate a chicken.

- simple present _____.
- present continuous _____.
- simple past _____.
- past continuous _____.
- simple future _____.

2. Napoleon caused (引起 བྱང་དུ་བཅུག་པ་) the war.

- present continuous _____.
- simple past _____.
- simple future _____.
- future continuous _____.
- present perfect _____.

3. Tashi made a mistake.

- present continuous _____.
- simple past _____.
- simple future _____.
- future continuous _____.
- past perfect _____.

Exercise 2: Make dialogues (passive simple past) following the example below.

A: This is a very good experiment.

B: It is, isn't it?

A: Do you know who performed it?

B: I don't know, but I think it was performed by Doctor Dorje.



1. beautiful song

wrote

Lobsang



2. obedient dog

train

Sam



3. excellent dish

cook

Bob



4. ugly building

design

Louis



5. horrible class

teach

Mr. Wang



6. delicious restaurant

open

Kevin



7. magnificent house

build

Colin



8. bad photograph

take

Tom



Exercise 3: Complete the passive sentences using simple or continuous (past, present or future) tenses.

Example: The play is being shown (show) tonight at 8 o'clock.

1. The book _____ (write) by Shakespeare.
2. Billy _____ (invite) to the party tomorrow night.
3. Barley _____ (grow) on the Tibetan Plateau.
4. The old building _____ (destroy) next week.
5. Food _____ (cook) when I walked into the house.
6. Tsamba _____ (make) from barley.
7. My hat _____ (blow) away by the wind! Catch it!
8. The new type of bird _____ (discover) by Dr. Morris.
9. The song _____ (write) by Bob Dylan, though usually it
_____ (sing) by others.
10. When the poem _____ (translate) into English, it loses
much of its meaning.

Exercise 4: Complete the dialogues by following the model below (speaking)

A: Hello, I'm calling about my car...has it been fixed yet?

B: Not yet. It's being fixed right now.

A: So when can I pick it up?

B: Later this afternoon. I'll call you when it's been finished.

- | | |
|------------------------------------|----------------------------|
| 1. computer, upgrade [make better] | 5. printer, fix |
| 2. jewelry, clean | 6. sofa, sew back together |
| 3. bicycle, repair | 7. horse, operate on |
| 4. photographs, develop | 8. motorcycle, repair |

Exercise 5: Complete the passive sentences using present perfect or past perfect

Example: When I arrived at the party, all of the food had been eaten (eat).

1. A new machine _____ (invent) by Josh.
2. The restaurant _____ (open) by his father 100 years ago.
3. The festival _____ (cancel) because of rain.
4. By the time the war ended, many people _____ (kill).
5. A new planet _____ (discover), and on it, living things
_____ (find)!
6. The criminal (罪犯 ཁྲིམས་འགལ་བ་) _____ (take) to the
prison.
7. My bike _____ (move) somewhere – I can't find it.
8. By the time he left for holiday, his proposal (提议 གྲོས་གཞི་འདོན་བ་)
_____ (already/submit) to his boss.
9. Your application to study at Harvard University _____
(accept)!
10. Before he died, your father _____ (know) for his courage.

Exercise 6: Complete the verbs in the passive sentences below using simple, continuous or perfect (past, present or future) tenses.

1. This delicious food was made (make) by Tsering and Drolma.

2. This song _____ (usually/perform) by Lobsang.
3. My bike _____ (steal), but I don't know who took it.
4. When we start the experiment tomorrow, the procedure _____ (follow) very closely.
5. The tomatoes _____ (already/eat) by the time Drolma arrived home.
6. She _____ (test) for cancer several times, but the doctors haven't found anything.
7. The criminal _____ (finally/catch) by the police.
8. Dinner _____ (serve) at 9:00 tonight.
9. Last year, these farmers' homes _____ (flood) by the rising waters of the Yellow River.
10. The fish _____ (cut) into pieces before they _____ (fry) and served to the diners at the restaurant.
11. My car _____ (steal) right now!
12. Yesterday evening, dinner _____ (prepared) when James started setting off fireworks (烟火 རྒྱལ་ཐུག་པ་).
13. The monastery _____ (build) a long time ago.

Phrasal Verbs 4: Separable

Verb	Meaning	Example
Cross out	To draw a line through (words)	I crossed out the word that was spelled badly.
Fill in	Complete by writing in a blank space	Please fill in the blanks with the verbs
Fill out	Complete a form (表 རྒྱལ་ཐུག་པ་) by writing information	Please fill out the application form to apply for college.
Fill up	Fill (a cup, bottle, car, etc) with gas, water, coffee, or another liquid	We filled up the gas tank before we left for Qinghai Lake.
Find out	Discover (information)	Have you found out the teacher's telephone number yet? Have you found out who is coming to the party?
Have on	Wear (clothing)	You'll recognize her easily – today, she has a bright green dress on.
Look over	To check something, look at something carefully	Can you look over my homework to see if it's OK?
Point out	To ask (someone) to look at something, to call attention to (something)	I want to point out the statue of Tsongkhapa in the monastery. The teacher pointed out the mistakes in our writing homework.
Print out	To make a paper copy	Can you print out another copy of the

	(from a computer)	homework? Mine was eaten by a dog.
Tear down	Destroy a building	They tore those old buildings down to build a new skyscraper? That's awful!
Tear out (of)	Remove (paper) by tearing	Please don't tear any pages out of the magazines in the library.
Tear up	1. tear into pieces 2. start to cry [inseparable]	I did so badly on the test that I tore it up so nobody could see it. The movie made me so sad that I started to tear up near the end.
Turn around Turn back	Go back where you came from, change to the opposite direction	After walking up the mountain for several hours, it started to rain so we turned around/back.
Turn over	Turn something so the top is on the bottom	Please turn the paper over so we can do the exercises on the back.

Exercise 1: Complete the conversations below by following the model (speaking)

A: When are you going to call up your boyfriend?

B: I'm going to call him up tomorrow morning.



1. When are you going to fill out your application form?



5. When will you give back the motorcycle you borrowed from Brian?



2. When is Molly going to pick up her clothes?



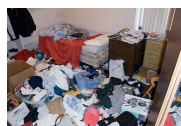
6. When are you going to print out the test?



3. When is the city going to tear down that building?



7. When are you going to look over your essay?



4. When are the children going to put away their clothes?



8. When are you going to throw out those old papers?

Exercise 2: Complete the phrasal verbs with prepositions and pronouns

1. There was no name on the paper, so I turned _____ to look on the other side.

2. There was an interesting article in today's newspaper. I didn't see it until Tom pointed _____.

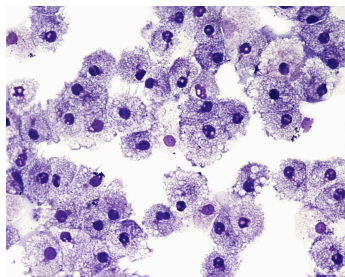
3. Before you give them this job application, you need to look _____ carefully to make sure you've filled _____ correctly.

4. Did you know Steve was dating Caitlin? I just found _____!

5. A: I completed this application last week, but I think I filled _____ incorrectly. What can I do?

Special Topic: The Baby Lives On

For a long time, people thought that before babies were born, they lived inside their own separate space inside their mother. The baby took food from the mother, but other than that most scientists believed that the baby lived inside its own private (私人的 སྒྲོ་བྱེ) bubble (泡 སྒྲོ་བྱེ་པ) of space. And after the baby was born, all of its cells disappeared from the mother's body.



However, in the early 2000's, scientists at Tufts University made a surprising discovery. When taking samples (样本 མ་དཔེ) of a woman's blood, they found that the blood included cells not only from the woman, but from other people as well. After looking at blood from her children, they realized that the mother's blood had a lot of her children's cells inside. After doing more experiments on other patients, they realized that babies are not separate from their mothers before birth. The cells of unborn babies and their mothers mix together in the mother's body. Even after the baby is born – or even if the baby is not born – the baby cells continue to live within the mother.

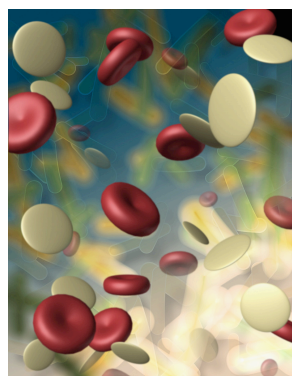
After more tests, the Tufts University scientists discovered that these baby cells within the mother don't die soon after the baby's birth. In fact, they may live within the mother for fifty years or more – or for the rest of the mother's life. A baby – whether born or unborn – will likely live on within the mother until the day she dies.

This was a fascinating discovery, but the researchers wanted to know why the baby cells continued to live for so long after the baby had been born. Scientists in America and other countries have done many experiments, but right now there is no clear answer. There are only two theories – the “bad baby” theory and the “good baby” theory.

The “bad baby” theory says that the baby cells live on within the mother to later attack (袭击, 攻击 མྱོལ་བ འངབ་མྱོལ) her from the inside. Some diseases, such as lupus (狼疮 སྤྱབ་ནད) and arthritis (关节炎 སྤུམ་ནད), are more common in women than in men. Some scientists have found evidence that this is partly caused by the baby cells, which may attack the mother's immune system (免疫系统 འགོག་སྲུང་མ་ལག) and, by making it weaker, allow diseases to enter the mother's body.



The “good baby” theory, in contrast, says that the baby cells live on within the mother to protect and defend (防御 འགོག་སྲུང) her body. An example of research that supports this idea again comes from Tufts University hospital. A woman with five children came into the hospital with a bad case of hepatitis B (乙型肝炎 མཆིན་ནད). The researchers looked at her liver (肝脏 མཆིན་པ) to see how the disease was spreading, and found that there were hundreds and even thousands of baby cells around the parts of the liver that were damaged (损坏, 损伤, 毁坏 གཏོར་བཞག). The woman went home and, when she came back to the hospital six months later, she had completely recovered. This theory has also been tested in experiments on mice. In mice with cancer, baby cells crowd (聚集 འདུས་པ) around the diseased areas and can



sometimes help the mice recover from the disease. Sometimes, in mice, they can even help rebuild damaged parts of the body. However, this theory – though it sounds nicer than the “bad baby” theory - has not yet been completely proven (证明 བདེན་དཔང).

Scientists continue to debate and research what the baby cells are doing in the mother's body. But nobody argues with the fact that our cells continue to live in our mothers after we are born. As long as our mothers live, we're either helping or hurting them. So the next time you see your mother, you might want to apologize, as you may be hurting her – but also tell her that you may be helping her fight dangerous diseases. Hopefully, she'll thank you for it.

Source: Krulwich, Robert and Abumrad, Jad, Fetal Consequences, Radiolab, WNYC (NPR), May 1, 2012

Reading Comprehension Questions

1. In the past, what did people believe about how babies lived inside their mothers?

2. What did scientists at Tufts University discover? _____

3. How did they make this discovery? _____

4. How long do baby cells continue to live within the mother after the baby is born?

5. Do scientists know why baby cells continue to live within the mother?

6. What is the "bad baby" theory? _____

7. What is the "good baby" theory? _____

8. Which theory do you believe? Why? _____

Cloze 1 (2011 全国 1)

In our discussion with people on how education can help them succeed in life, a woman remembered the first meeting of an introductory 1 course about 20 years ago.

The professor 2 the lecture hall, placed upon his desk a large jar filled with dried beans, and invited the students to 3 how many beans the jar contained. After 4 shouts of wildly wrong guesses the professor smiled a thin, dry smile, announced the 5 answer, and went on saying, "You have just 6 an important lesson about science. That is: Never 7 your own senses."

Twenty years later, the 8 could guess what the professor had in mind. He 9 himself, perhaps, as inviting his students to start an exciting 10 into an unknown world invisible to the 11, which can be discovered only through scientific 12. But the seventeen-year-old girl could not accept or even 13 the invitation. She was just 14 to understand the world. And she 15 that her firsthand experience could be the 16. The professor, however, said that it was 17. He was taking away her only 18 for knowing and was providing her with no substitute. "I remember feeling small and 19." The woman says, "and I did the only thing I could do. I 20 the course the afternoon, and I haven't gone near science since."

- | | | | |
|--------------------|--------------|-----------------|-----------------|
| 1. A. art | B. history | C. science | D. math |
| 2. A. searched for | B. looked at | C. got through | D. marched into |
| 3. A. count | B. guess | C. report | D. watch |
| 4. A. warning | B. giving | C. turning away | D. listening to |
| 5. A. ready | B. possible | C. correct | D. difficult |

- | | | | |
|-------------------|----------------|---------------|---------------|
| 6. A. learned | B. prepared | C. taught | D. taken |
| 7. A. lose | B. trust | C. sharpen | D. show |
| 8. A. lecturer | B. scientist | C. speaker | D. woman |
| 9. A. described | B. respected | C. saw | D. served |
| 10. A. voyage | B. movement | C. change | D. rush |
| 11. A. professor | B. eye | C. knowledge | D. light |
| 12. A. model | B. senses | C. spirit | D. methods |
| 13. A. hear | B. make | C. present | D. refuse |
| 14. A. suggesting | B. beginning | C. pretending | D. waiting |
| 15. A. believed | B. doubted | C. proved | D. explained |
| 16. A. growth | B. strength | C. faith | D. truth |
| 17. A. firm | B. interesting | C. wrong | D. acceptable |
| 18. A. task | B. tool | C. success | D. connection |
| 19. A. cruel | B. proud | C. frightened | D. brave |
| 20. A. dropped | B. started | C. passed | D. missed |

Cloze 2 (2010 河南质量调研)

When I began my high school years, I was quite interested in biology. I read lots of books of my father's about animals, and I was 1 much educated about such matters as a 16-year-old could be.

One Sunday afternoon, I was 2 with friends about animals. I said the whale (鲸鱼) was a mammal. They 3. Finally, I called a 4 over to help settle the matter. I knew I was 5, so I was looking forward to the teacher 6 I was right. My friends were eager for an opposite answer. We asked her 7 the whale was a mammal. "No, the whale is a fish," she said without a moment's 8.

You could have knocked me over with a feather. My 9 was hurt because I lost the argument, but that wasn't the main reason I was too 10 to speak. I still knew I was right, which 11 the teacher was wrong. Not only was she wrong, 12 she was completely ignorant (无知的) about something I thought was 13 knowledge. But she was a teacher who had taught a long time. Everyone 14 her and no one else thought she could be wrong.

15 that, I hadn't known grown-ups could be wrong. This 16 shaped the way I viewed people as I grew up. 17 I found anyone treated another person with too much respect and admiration, I thought - and still think - "18 silly." From that point on, I had no 19 for authority (权威). To earn my respect, you have to be smart or 20. I'll never respect you just because you happen to be in charge or have a degree.

- | | | | |
|-----------------|--------------|--------------|---------------|
| 1. a. as | b. so | c. too | d. very |
| 2. a. meeting | b. working | c. arguing | d. staying |
| 3. a. declined | b. disagreed | c. opposed | d. agreed |
| 4. a. professor | b. biologist | c. librarian | d. teacher |
| 5. a. clever | b. right | c. creative | d. silly |
| 6. a. proving | b. finding | c. promising | d. hoping |
| 7. a. how | b. why | c. if | d. when |
| 8. a. doubt | b. silence | c. regret | d. hesitation |
| 9. a. heart | b. mind | c. pride | d. feeling |
| 10. a. foolish | b. anxious | c. serious | d. astonished |
| 11. a. meant | b. suggested | c. admitted | d. concluded |
| 12. a. and | b. but | c. for | d. or |
| 13. a. special | b. normal | c. regular | d. common |
| 14. a. pleased | b. admired | c. believed | d. loved |
| 15. a. Before | b. After | c. Until | d. Since |
| 16. a. fairly | b. properly | c. nearly | d. greatly |

- | | | | |
|------------------|-------------|-------------|-------------|
| 17. a. Whenever | b. Although | c. While | d. Whether |
| 18. a. I'm | b. That's | c. He's | d. You're |
| 19. a. idea | b. respect | c. choice | d. question |
| 20. a. energetic | b. patient | c. talented | d. diligent |

Test Reading 1 (2010 河北石家庄一模)

Let's do some sleep math. You lost two hours of sleep every night last week because of a big project due on Friday. On Saturday and Sunday, you slept in, getting four extra hours. On Monday morning, you were feeling so bright-eyed that you only had one cup of coffee, instead of your usual two. But don't be cheated by your energy. You're still carrying around a heavy load of sleepiness, or what experts call "sleep debt"—in this case something like six hours, almost a full nights' sleep.

Sleep debt is the difference between the amount of sleep you should be getting and the amount you actually get. It's a deficit (缺乏) that grows every time we skim some extra minutes off our nightly sleep. "People accumulate sleep debt gradually without being noticed," says William C. Dement, founder of the Stanford University Sleep Clinic. Studies show that such short-term sleep deprivation leads to a foggy brain, worsened vision, and trouble remembering. Long-term effects include obesity, insulin (胰岛素) resistance, and heart disease. A survey by the National Sleep Foundation reports that we're losing one hour of sleep each night — more than two full weeks of sleep every year.

The good news is that, like all debt, with some work, sleep debt can be repaid. Adding an extra hour or two of sleep a night is the way to catch up. For the long-term lack of sleep, take it easy for a few months to get back into a natural sleep pattern.

Go to bed when you are tired, and allow your body to wake you in the morning (no alarm clock allowed). You may find yourself catatonic (有紧张症的) in the beginning of the recovery cycle: expect to have ten hours shut-eye per night. As the days pass, however, the amount of sleeping time will gradually decrease.

So earn back that lost sleep—and follow the dictates of your innate (固有的) sleep needs. You'll feel better. "When you put away sleep debt, you become a superman," says Stanford's Dement, talking about the improved mental and physical capabilities that come with being well rested.

- If you have short-term sleep deprivation, _____.
 A. you can think and remember things clearly B. you can still see everything very clearly
 C. you can drive your car easily D. you may have a poor sight
- The example of sleep math is used to show _____.
 A. in what case you build up a sleep debt
 B. why you need six hours' sleep every night
 C. why you are full of energy even when you don't have enough sleep
 D. you should drink coffee to keep energetic when you don't have enough sleep
- The author begins Paragraph 3 with _____.
 A. an order B. a story C. a definition D. an example
- By saying the underlined sentence in the last paragraph, Dement means _____.
 A. a superman always needs a lot of sleep
 B. you will be in a good state with enough sleep
 C. you can become superman after you repay your debt
 D. You will become superman if you don't make up for sleep debt
- What might be the most suitable title for the passage?
 A. Can you catch up on lost sleep? B. How can you keep energetic?
 C. Can you have a good sleep? D. What is sleep debt?

Test Reading 2 (2007 福建)

Dogs wag (摇摆) their tails in different directions depending on whether they are excited and wanting to move forward or threatened and thinking of moving back, a study has found.

Researchers in Italy examined the tail wagging behavior of 30 dogs, catching their responses to a range of stimuli (刺激物) with video cameras. To conduct the study they chose 15 male dogs and 15 female ones aged between one and six years. The dogs were all family pets whose owners had allowed them to take part in the experiment at Bari University. The dogs were placed in a large wooden box with an opening at the front to allow for them to view various stimuli. They were tested one at a time.

The researchers led by Professor Giorgio Vallortigara of the University of Trieste found that when the dogs were shown their owners - a positive experience - their tails wagged energetically to the right side. When they were shown an unfamiliar human they wagged to the right, but with somewhat less enthusiasm. The appearance of a cat again caused a right-hand side wag, although with less intensity again. The appearance of a large unfamiliar dog, similar to a German shepherd, changed the direction of tail wagging to the left. Researchers supposed the dog was thinking of moving back. When the dogs were not shown any stimuli they tended to wag their tails to the left, suggesting they preferred company. While the changes in the tail wagging were not easily noticed without the aid of video, it was thought that the findings could help people judge the mood (心情 恣験/恣験) of dogs. Computer and video systems, for example, could be used by professional dog trainers to determine the mood of dogs that they were required to approach.

1. The video cameras were used to catch the dogs' responses because _____.
 A. it was easier to catch the dogs' response changes in the tail wagging
 B. the dogs were put in the wooden boxes and tested one at a time.
 C. they enabled the dogs' owners to know about their dogs' habit
 D. the dogs wagged their tails in different directions when they were in different moods
2. The underlined word "intensity" in the passage means _____.
 A. surprise B. worry C. excitement D. interest
3. When there are no stimuli, a dog will _____.
 A. wag to the left B. wag to the right C. not wag at all D. wag to the left and then to the right
4. The underlined word "they" refers to _____.
 A. the dogs B. the trainers
 C. the systems D. the researchers
5. The purpose of doing the experiment is _____.
 A. to train dogs for their owners B. to help people judge the mood of dogs
 C. to help dogs find company D. to help people choose their pet dogs

Test Reading 3 (2010 重庆)

Sitting on the peaceful coast of Galapagos Islands, Ecuador, watching the sun move quietly into the sea, you shouldn't forget that Charles Darwin (1809-1882) arrived here in 1835. He stayed on the islands for five weeks, observing various animals. This finally inspired (启发) his famous work, *On the Origin of Species*. You can certainly follow Darwin's footsteps and enjoy a trip from four to seven days to the islands.

The most well-known animals of the Galapagos is the giant tortoise (巨型海龟), which can be seen moving slowly around the highlands of Santa Cruz, the second largest island in the archipelago (群岛). Some of these creatures are so old that they might have been in their youth by Darwin himself.

Despite strict control over activities and timing, your stay on the Galapagos will be remembered as a chain of incomparable pictures; diving with sea lions that swim and play within

inches of you; feeling small sharks touch your feet as you swim; and most magically, seeing a whale and her baby surface with a great breath of air.

Travelling between the islands and observing the wildlife that so inspired Darwin, so you will feel as though you are getting a special view of an untouched world. At night you will sleep on board the ship, leaving the wildlife in complete occupation of the islands, which are as undisturbed now as they have been since the beginning of time.

1. What do we know about Darwin's visit to the islands?
 - A. He studied different creatures on the islands
 - B. He completed his famous book on the islands
 - C. He was touched by the geography of the islands
 - D. He was attracted by well-know animals of the islands
2. Which of the following plays a role in making the islands "a paradise for wildlife"?
 - A. Animals on the islands feed on grass.
 - B. Local government forbids killing wildlife.
 - C. People cannot visit the islands as they wish.
 - D. tourists are not allowed to touch the animals.
3. Your stay on the islands will be most impressive mainly because of _____.
 - A. The beautiful sea views
 - B. Darwin's inspiring trip
 - C. a closer view of animals
 - D. various daring activities
4. Which of the following would be the best title for the passage?
 - A. A Unique Attraction for wildlife Lovers
 - B. Galapagos as a Paradise for Adventures
 - C. Charles Darwin as a symbol of Galapagos
 - D. A successful Example of wildlife protection

Writing

Science and religion are often described as different ways of seeing and thinking about the world. If they have a similar purpose (目的), how are science and religion different? Is one of them a better way to see/think about the world? Why or why not?

Vocabulary 3: Technology and Inventions

What is technology?

What kinds of technology do we use every day? By yourself, think of as many examples as you can in two minutes.

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Twenty years in the future, what kinds of technology do you think people will have invented? Think of at least three things.



What kinds of technology do you want people to invent? Think of one invention that you would really love to see. Draw a picture and write five sentences (in the future tenses).

Match the words below to the sentences in which they fit best

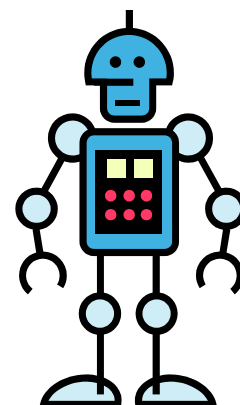
- | | |
|---|---|
| 1. Technology (n) | ___ The king was very ___ (adj); nobody ever told him “no”. |
| 2. Data (n) | ___ The machine works ___ (adv); you don't have to do anything, it goes by itself. |
| 3. Download (v) | ___ The computers which send ships into space are very advanced ___ (n) |
| 4. Automatic (adj), automatically (adv) | ___ Can you go ___ (adv) on your phone? |
| 5. Manual (adj), manually (adv) | ___ Microsoft Word is a computer ___ (n) |
| 6. Progress (n, v) | ___ On the weekends, many students enjoy going to the ___ (n) cafe. |
| 7. Invent (v), invention (n) | ___ When you are on the internet, you visit different ___ (n). |
| 8. Breakthrough (n) | ___ Over the past 100 years, our ___ (n) in science and technology has been rapid. |
| 9. Power (n, v), powerful (adj) | ___ QQ is an instant message ___ (n). |
| 10. Control (v, n) | ___ Darwin's theory of natural selection (自然选择学说 རང་བྱུང་འདེམ་བཞོད་སྒྲུབ) was a great scientific ___ (n). |
| 11. Program (n) | ___ I can't ___ (v) this experiment – it's starting to explode! |
| 12. Software (n) | ___ He is not an ___ (adj) man – he always lies, cheats and steals. |
| 13. Ethics (n), ethical (adj) | ___ Do not ___ (v) QQ on this computer!\ |
| 14. Internet (n) | ___ He ___ (v) a machine to help people fly |
| 15. Online (adj, adv) | ___ The craftsmen worked ___ (adv), not automatically. |
| 16. Website (n) | ___ The ___ (n) shows that Xining's air is very polluted. |

Reading: Technology and Ethics

Over the past one hundred years, our progress in science and technology has been truly amazing. It was less than 100 years ago that the first men flew in airplanes. Since that time, we have made one technological breakthrough after another. Not long ago, information was difficult to find. But now we can look up any information we need online, on the millions of websites that make up the internet.

One hundred years ago, most things were done by hand - manually. Now, we have machines that can do nearly anything for us automatically. In industry (工业 བསྐོལ་ལས), manual jobs are getting fewer and fewer as machines take over work that people used to do.

What new technology and inventions will transform (变革 གསལ་བཞེ) our lives in the future? Many people think that the world of the future will be one of powerful



computers that can process (处理 ཐག་གཅོད) data incredibly quickly. By 2050, some people say, we will have invented computers that drive our cars and motorcycles for us, fly airplanes for us, and even do all of our work for us. Inside these computers will not be a thinking mind, however - only different types of computer programs, just like the software we use today but much more advanced.

But by 2050, will we have replaced everything that people do today with machines? This idea has brought up ethical issues. Can we trust machines? Should we put our trust in technology – machines controlled by downloaded software rather than the human mind? And on the subject of control, will we be able to control the things we create?

Many horror movies have shown us the dangers of reckless progress in technology for its own sake. But soon technology will have become so advanced that these fears have some basis (原因 ལུ་རྟེན) in reality. By 2050, what will have happened in the world? What will we have invented and what will humanity have become?

Reading Comprehension Questions

- What does the author say he is amazed by?
 - technological advancement
 - scientific study
 - societal progress
 - artistic breakthroughs
- Which of the following does the passage NOT say is improving?
 - technology in general
 - automatic machines
 - factory workers' situations
 - computers
- From the passage, what could we infer (推断 དཔྱད་ཞིབ) life was like 100 years ago?
 - less work
 - more work
 - convenient
 - painless
- What does the author say will likely have happened by 2050?
 - we will have replaced everything that people do today with machines
 - we will have invented incredibly powerful computers to do our work
 - we will have lost control to machines
 - we will have put our trust in technology
- What is the author worried about?
 - we trust machines too little
 - we invent too much new technology
 - we trust machines too much
 - we invent too little new technology
- What is the ethical question the author asks?
 - should we trust people?
 - should we make more machines?
 - should we trust machines the same way we trust people?
 - should machines and people be treated the same?
- What is the author's tone (语气 སྐད་གདངས) in the passage?
 - interested, then arguing
 - focused, then surprised
 - frightened, then upset
 - amazed, then concerned
- What new technologies will we have created by 2050? What will the world have become? What problems will we be facing? (50-100 words)



- We use the future perfect to describe

- མ་འོངས་པ་ནི་མ་འོངས་པའི་ནང་དུ་དུས་ཚོད་གཞན་ཞིག་
གམ་དོན་དག་ཞིག་སྟོན་ནས་བྱང་ཟེན་པའི་བྱ་འགུལ་སྟོན་པ་
ལ་ཟེར།

☐ By the time I arrive, they will have finished eating.

Draw the future perfect on the timeline below:



Exercise 1: Complete the dialogues by following the model below (speaking)

B: Oh really? I'll make sure I finish first. By tomorrow afternoon, I will have finished my homework already.



1. Walk the dog



2. Come home from work



3. Work at the restaurant



4. Study for the test



5. Prepare for the dinner party



6. Fix the car



7. Go shopping



8. Practice for the competition



9. Exercise



10. _____

Exercise 2: Complete the sentences below using the future simple or future perfect.

1. Tomorrow I _____ (travel) to Lhasa to visit Tashi's uncle.
2. By the time he turns thirty, Norman _____ (travel) to Lhasa.
3. In a few years, Jackson _____ (marry) a beautiful woman.
4. Next December, Emily _____ (turn) thirty years old.
5. By next January, Emily _____ (turn) thirty years old.
6. When we go to Lanzhou tomorrow, we _____ (take) the train.
7. I _____ (plan) a party for next weekend.
8. By the time I arrive, they _____ (eaten).
9. It _____ (snow) on Tuesday.
10. By Tuesday night, it _____ (snow) one meter!

Exercise 3: Complete the sentences below with the future perfect, simple future or simple present.

1. By the time I _____ (finish) the test, the other students _____ (already/go) home.
2. Next weekend, I _____ (study) English very hard.
3. By the time Tom _____ (start) working at the school, he _____ (already/graduate) university.
4. Rachel usually _____ (eat) apples for lunch.
5. Lauren _____ (leave) home when she turns 18.
6. But I think Lauren _____ (return) home by the time she turns 19.
7. By the time they _____ (be) eighty, my grandparents _____ (close) their restaurant.
8. When _____ (we/eat) dinner tonight?
9. By the time you are old, where do you think you _____ (travel) in your life?
10. Nate eats yogurt every day. By the time he _____ (leave) for university, he _____ (spend) 2000 RMB on yogurt!

Grammar: Gerunds and Infinitives

A gerund is the -ing form of a verb which is used like a _____. It is often used as the subject or object of a sentence.

- ☐ Driving a motorcycle to Zeku is convenient, but it can also be dangerous.
- ☐ I don't like watching TV.

Gerunds are the only kind of verb that can follow prepositions:

- ☐ I read a book about becoming a better student.
- ☐ I'm interested in trying thankga painting.
- ☐ He'll come after finishing his homework.
- ☐ He was arrested by the police for driving too fast.

Some verbs are usually followed by a gerund:

Acknowledge, admit, appreciate, avoid, carry on, consider, defer, delay, deny, detest, dislike, endure, enjoy, escape, excuse, face, feel like, finish, forgive, give up, can't help, imagine, involve, leave off, mention, mind, miss, postpone, practice, put off, report, resent, risk, can't stand, suggest

- ☐ I gave up eating junk food.
- ☐ I feel like seeing a movie.

Exercise 1: Make sentences with gerunds from the words below

1. I / enjoy / go / to movies

2. He / arrive / after / finish / his / food

3. Play / basketball / be / his favorite activity

4. By / work / hard / we / can / improve

5. Fight / other students / not be / allowed

6. He / miss / herd / sheep / in the grassland

7. Bob / not feel like / work / today

8. You / interested / in / go / to Dobden / today ?

An infinitive is the _____ form of a verb. It is often used with another verb to talk about a feeling or intention (something you plan to do)

- ☐ I like to eat yogurt.
- ☐ I plan to have a picnic this weekend.
- ☐ I hope to become a doctor.
- ☐ I want you to go to town to buy food.



Infinitives also follow some adjectives and nouns (again, usually when describing feeling or intention)

- ☐ I'm excited to travel to Henan this weekend.
- ☐ She was happy to hear about her friend's marriage.
- ☐ I made a decision to study hard this semester.
- ☐ She got permission to go to the bathroom.

We also use infinitives to talk about the purpose of an action.

- ☐ I exercise to stay healthy.
- ☐ I study English to communicate with people from around the world.

Exercise 2: Make sentences with infinitives from the words below

1. I / want / go / to / Henan / this / summer

2. Lobsang / be [simple future] / happy / hear / the news

3. What / you / hope / become / in the future / ?

4. Why / you / want / study / in Canada / ?

5. You / must / be / excited / work / in Yushu next year.

6. David / like / play / badminton / every day

7. I / wish / you / like [simple past] / hang out / with me

Some verbs can be followed by a gerund OR an infinitive.

begin, can't stand, continue, forget, hate, intend, like, love, prefer, propose, remember, start, stop, try

Be careful! Some verbs, such as stop, remember and forget, can be followed by a gerund or infinitive – but the meaning will be different!

- ☐ She stopped eating ice cream. [she doesn't eat any ice cream any more]
- ☐ She stopped to eat ice cream. [she stopped for a minute to eat]
- ☐ I forgot writing that letter. [I wrote it, but then forgot that I had written it]
- ☐ I forgot to write that letter. [I didn't write it because I forgot]
- ☐ He remembered going to that store. [he first went to the store, then remembered that he had gone there]
- ☐ He remembered to go to the store. [he remembered to go, then went]

Exercise 3: Complete the conversations by following the model below (speaking)

A: Do you enjoy playing basketball?

B: No, I don't. I prefer to play baseball whenever I have free time.

A: When did you begin to play baseball?

B: I started playing when I was very young.

1. play piano, play the tuba
2. make dumplings, make noodles
3. study math, study Tibetan
4. write poetry, write short stories
5. sing, dance
6. make cheese, make yogurt
7. work as a shopkeeper, work as a nurse
8. learn French, learn Hindi

Exercise 4: Susan and Ben are having an argument. Susan wants to travel this summer, but Ben is not so excited. For each verb, one speaker uses the infinitive and the other uses the gerund

	Susan	Ben
Travel	I really enjoy _____.	Really? I don't really want _____ any more.
See	I'd love _____ more of Europe.	I've seen a lot of it, and I don't feel like _____ any more.
Be	But don't you hate always _____ at home?	Not really – this summer, I just want _____ here and relax.
Experience	But don't you want _____ Europe.	Not really. Unlike you, I'm not afraid I'll miss _____ anything.
Earn	Or we could move abroad! Don't you aim _____ more money someday?	No, again – I don't mind not _____ a lot of money. We have enough as it is.
Go	But I really couldn't stand not _____ anywhere this summer! It's so hot here!	I won't promise _____ anywhere, but maybe we can take short a trip to the beach.
Stay	So you're really imagining _____ here all summer.	I hope _____ for as long as possible. I like it here at home.
Set up	Well, I've decided that you need a change. I think it would be nice _____ home in a new country.	Are you crazy? _____ home abroad would be awful!
Live	Well if you're unwilling, maybe I'll go. I've suggested _____ apart from each other for a while.	That's not a bad idea. If you've already decided _____ abroad, maybe we should take a break in our relationship!

Exercise 5: Complete the story by matching the first part of each sentence with its correct ending

- | | |
|---|----------------------------|
| 1. One beautiful night, I went to the school dance | ___ to date |
| 2. I wanted to ask her | ___ going to the bar |
| 3. She was very happy, saying that she had dreamed of | ___ to be alone |
| 4. So the next day we started | ___ to be my girlfriend |
| 5. For a while, we truly enjoyed | ___ to date Drolma |
| 6. But one day, Drolma started | ___ to see someone else |
| 7. She said she wanted | ___ to marry |
| 8. Then, at the bar, I saw that she had started | ___ to meet Drolma |
| 9. I was sorry I had ever decided | ___ closing her door to me |
| 10. Then she left me, and I felt sad about | ___ being alone |
| 11. But soon I met someone else by | ___ being together |
| 12. And this girl was the one I eventually decided | ___ being my girlfriend |

Exercise 6: Complete the following sentences with infinitives or gerunds

- Do you like _____ (play) tennis? I've wanted _____ (learn) how to play for a long time, but _____ (learn) tennis seems difficult.
- I'm studying hard _____ (improve) my English. By _____ (improve) my English, I hope _____ (pass) the TOEFL and study abroad in the future.
- _____ (plant) trees can be hard work, but by _____ (do) it we can learn _____ (protect) our natural environment.
- Tsering can't stand _____ (work) in an office, so she became a forestry worker (林业人员 རྒྱལ་སྡེ་ལས་པོ་) in order _____ (work) outside.
- Are you excited _____ (travel) to Lhasa this holiday? I am – I really like _____ (travel) by train. _____ (go) to Lhasa will be an exciting adventure!
- _____ (hike) in Golog is a fun way to experience the region's beauty, but I can't help _____ (notice) that the grassland is becoming drier and drier.
- If you hope _____ (study) in university someday, you must continue _____ (work) hard.
- A famous singer came to Rebong _____ (visit) my school. He was excited _____ (visit) because he had never been here before. _____ (meet) him was the most exciting day of my life, and I hope _____ (meet) him again soon.
- I'm not at home...I've gone out _____ (buy) some vegetables.
- When I'm finished my math homework, I'll start _____ (work on) my English assignment.
- _____ (write) is not something that I enjoy. But even if I don't feel like _____ (write), I have _____ (write) for school.
- How do you feel about _____ (ride) my motorcycle to Zeku tomorrow morning? It will be fun _____ (have) a picnic there!
- I will come _____ (visit) you after _____ (eat) lunch. I'm interested in _____ (hear) about your trip to Lhasa.

14. I'm ready _____ (go) to bed. If you don't want _____ (turn off) the lights, that's OK – I'm so tired that _____ (fall) asleep will be very easy!

15. _____ (read) story books is nice, but I prefer _____ (read) poetry and I always feel like _____ (read) magazines.

Special Topic: Crazy Japanese Inventions

An upside-down umbrella to collect drinking water? Tiny mop (拖把 འདྲིད་ཕྱིས) slippers (拖鞋 འདྲིད་ལྷམ) so cats and dogs can help clean the house for you? A boyfriend-girlfriend pillow so that you don't feel so alone at night? These are just some of the chindogu, or absurd inventions, that some curious Japanese inventors have created.



First created by inventor Kenji Kawakami in the 1980's, Chindogu is an idea that combines Japanese cleverness and inventiveness with their love of strange and absurd things. Kawakami sees chindogu as a kind of sport, where the goal is to make the strangest inventions possible. The game is pointless, though, as there is no winner. The only outcomes are the strange inventions themselves.

The game has simple rules. A chindogu invention must be both useful and useless at the same time. It must have a real purpose, though the purpose may be ridiculous. The invention must be made but doesn't have to be sold. However, many chindogu have been sold as joke items, and have become increasingly popular in Japan and abroad. Since the birth of chindogu in the 1980's, the concept has become a popular activity in Japan, as well as part of the Japanese national identity. Now, when many people think of Japan, they think of robots, sushi (寿司), and a lot of strange and crazy useless inventions.

Upside-down (adj) 倒置, 颠倒 ཕྱིར་བསྐྱོར་བ།

Collect (v) 采集, 收集 འཛོལ་བསྒྱུ།

Absurd (adj) 荒谬, 荒诞 རྒྱངས་མེད།

Ridiculous (adj) 荒谬的 རྒྱ་མཚན་མེད་པ།

Goal (n) 目标 དམིགས་ལུལ།

Pointless (adj) 无意义的, 无畏 རོན་སྤོང་མེད་པ།

Useful (adj) 有用的 བཞོལ་སྤྱོད་ཡོད་པ།

Useless (adj) 无用的, 徒劳的, 无能的 བཞོལ་སྤྱོད་མེད་པ།

Concept (n) 概念 མཚན་ཉིད།

Identity (n) 身份, 认同 ཐོབ་ཐང་། ཁོས་ལེན།

Reading Comprehension Questions

1. What are chindogu?
 - a. useful new things b. useless new things c. Japanese people d. Japanese identity
2. What are the "rules" of chindogu?
 - a. they must be sold b. they can't be sold
 - c. they must have no real purpose d. they must have a real purpose
3. What does the author compare chindogu to?
 - a. a meal b. an athletic activity c. a festival d. a culture
4. What does the author NOT say defines the Japanese national identity?
 - a. a food b. a sport c. inventions d. technology
5. On a separate piece of paper, draw your own chindogu. First, you must think of a purpose for the invention. Then draw the invention itself and write five sentences to advertise it to people who may want to buy it.

Cloze: Inventors of the Industrial Revolution (2011 广东仿真模拟考)

A land free from destruction, plus wealth, natural resources, and labor supply - all these were important 1 in helping England to become the center for the Industrial Revolution. 2 they were not enough. Something 3 was needed to start the industrial process. That "something special" was men - 4 individuals who could invent machines, find new 5 of power, and establish business organizations to reshape society.

The men who 6 the machines of the Industrial Revolution 7 from many backgrounds and many occupations. Many of them were 8 inventors than scientists. A man who is a 9 scientist is primarily interested in doing his research 10. He is not necessarily working 11 that his findings can be used.

An inventor or one interested in applied science is 12 trying to make something that has a concrete use. He may try to solve a problem by 13 the theories 14 science or by experimenting through trial and error. Regardless of his method, he is working to obtain a 15 result: the construction of a harvesting machine, the burning of a light bulb, or one of 16 other objectives.

Most of the people who 17 the machines of the Industrial Revolution were inventors, not trained scientists. A few were both scientists and inventors. Even those who had 18 or no training in science might not have made their inventions 19 a groundwork had not been laid by scientists years 20.

- | | | | |
|------------------|-----------------|----------------|----------------|
| 1. A. cases | B. reasons | C. factors | D. situations |
| 2. A. But | B. And | C. Besides | D. Even |
| 3. A. else | B. near | C. extra | D. similar |
| 4. A. generating | B. effective | C. motivating | D. creative |
| 5. A. origins | B. sources | C. bases | D. discoveries |
| 6. A. employed | B. created | C. operated | D. controlled |
| 7. A. came | B. arrived | C. stemmed | D. appeared |
| 8. A. less | B. better | C. more | D. worse |
| 9. A. genuine | B. practical | C. pure | D. clever |
| 10. A. happily | B. occasionally | C. reluctantly | D. accurately |
| 11. A. now | B. and | C. all | D. so |
| 12. A. seldom | B. sometimes | C. all | D. never |
| 13. A. planning | B. using | C. idea | D. means |
| 14. A. of | B. with | C. to | D. as |
| 15. A. single | B. sole | C. specialized | D. specific |
| 16. A. few | B. those | C. many | D. all |
| 17. A. proposed | B. developed | C. supplied | D. offered |
| 18. A. little | B. much | C. some | D. any |

- | | | | |
|------------|---------|------------|-----------|
| 19. A. as | B. if | C. because | D. while |
| 20. A. ago | B. past | C. ahead | D. before |

Test Reading 1 (2011 辽宁)

About 21,000 young people in 17 American states do not attend classes in school buildings. Instead, they receive their elementary and high school education by working at home on computers. The center for Education Reform says the United States has 67 public "cyberschools" and that is about twice as many as two years ago.

The money for students to attend a cybersechool comes from the governments of the states where they live. Some educators say cyberschools receive money that should support traditional public schools. They also say it is difficult to know if students are learning well.

Other educators praise this new form of education for letting students work at their own speed. These people say cyberschools help students who were unhappy or unsuccessful in traditional schools. They say learning at home by computer ends long bus rides for children who live far from school.

Whatever the judgment of cyberschools, they are getting more and more popular. For example, a new cyberschool called Commonwealth Connections Academy will take in students this fall. It will serve children in the state of Pennsylvania from ages five through thirteen.

Children get free equipment for their online education. This includes a computer, a printer, books and technical services. Parents and students talk with teachers by telephone or by sending emails through their computers when necessary.

Students at cyberschools usually do not know one another. But 56 such students finished studies at Western Pennsylvania Cyber Charter School recently met for the first time. They were guests of honor at their graduation.

1. What do we know from the text about students of a cyberschool?

- A. They have to take long bus rides to school.
- B. They study at home rather than in classrooms.
- C. They receive money from traditional public schools.
- D. They do well in traditional school programs.

2. What is a problem with cyberschools?

- A. Their equipment costs a lot of money.
- B. They get little support from the state government.
- C. It is hard to know students' progress in learning.
- D. The students find it hard to make friends.

3. Cyberschools are getting popular because...

- A. they are less expensive for students
- B. their students can work at their own speed
- C. their graduates are more successful in society
- D. they serve students in a wider age range

4. We can infer that the author of the text is...

- A. unprejudiced in his description of cyberschools
- B. excited about the future of cyberschools
- C. doubtful about the quality of cyberschools
- D. disappointed at the development of cyberschools

Test Reading 2 (2011 山东)

Since the 1970s, scientists have been searching for ways to link the brain with computers. Brain-computer interface (BCI) technology could help people with disabilities send commands to machines.

Recently, two researchers, Jose Milan and Michele Tavella from the Federal Polytechnic school in Lausanne, Switzerland, demonstrated (展示) a small robotic wheelchair directed by a person's thoughts.

In the laboratory, Tavella operated the wheelchair just by thinking about moving his left or right hand. He could even talk as he watched the vehicle and guided it with his thoughts.

"Our brain has billions of nerve cells. These send signals through the spinal cord (脊髓) to the muscles to give us the ability to move. But spinal cord injuries or other conditions can prevent these weak electrical signals from reaching the muscles," Tavella says. "Our system allows disabled people to communicate with external world and also to control devices."

The researchers designed a special cap for the user. This head cover picks up the signals from the scalp (头皮) and sends them to a computer. The computer interprets the signals and commands the motorized wheelchair. The wheelchair also has two cameras that identify objects in its path. They help the computer react to commands from the brain.

Prof. Milan, the team leader, says scientists keep improving the computer software that interprets brain signals and turns them into simple commands. "The practical possibilities that BCI technology offers to disabled people can be grouped in two categories: communication, and controlling devices. One example is this wheelchair."

He says his team has set two goals. One is testing with real patients, so as to prove that this is a technology they can benefit from. And the other is to guarantee that they can use the technology over long periods of time.

1. BCI is a technology that can _____.
 A. help to update computer systems
 B. link the human brain with computers
 C. help the disabled to recover
 D. control a person's thoughts
2. How did Tavella operate the wheelchair in the laboratory?
 A. By controlling his muscles.
 B. By talking to the machine.
 C. By moving his hand.
 D. By using his mind.
3. Which of the following shows the path of the signals described in Paragraph 5?
 A. scalp→computer→cap→wheelchair
 B. computer→cap→scalp→wheelchair
 C. scalp→cap→computer→wheelchair
 D. cap→computer→scalp→wheelchair
4. The team will test with real patients to...
 A. make profits from them
 B. prove the technology useful to them
 C. make them live longer
 D. learn about their physical condition
5. Which of the following would be the best title for the text?
 A. Switzerland, the BCI Research Center
 B. New Findings About How the Human Brain Works
 C. BCI Could Mean More Freedom for the Disabled
 D. Robotic Vehicles Could Help to Cure Brain Injuries

Test Reading 3 (2011 江西)

Why should mankind explore space? Why should money, time and effort be spent exploring and researching something with so few apparent benefits? Why should resources be spent on space rather than on conditions and people on Earth? These are questions that, understandably, are very often asked.

Perhaps the best answer lies in our genetic makeup (基因构成) as human beings. What drove our ancestors to move from the trees into the plains, and on into all possible areas and environments? The wider the spread of a species, the better its chance of survival. Perhaps the best reason for exploring space is this genetic tendency to expand wherever possible.

Nearly every successful civilization has explored, because by doing so, any dangers in surrounding areas can be identified and prepared for. Without knowledge, we may be completely destroyed by the danger. With knowledge, we can lessen its effects.

Exploration also allows minerals and other potential (潜在的) resources to be found. Even if

we have no immediate need of them, they will perhaps be useful later. Resources may be more than physical possessions. Knowledge or techniques have been acquired through exploration. The techniques may have medical applications which can improve the length or quality of our lives. We have already benefited from other spin-offs including improvements in earthquake prediction, in satellites for weather forecasting and in communications systems. Even non-stick pans and mirrored sunglasses are by-products (副产品) of technological developments in the space industry!

While many resources are spent on what seems a small return, the exploration of space allows creative, brave and intelligent members of our species to focus on what may serve to save us. While space may hold many wonders and explanations of how the universe was formed or how it works, it also holds dangers. The danger exists, but knowledge can help human being to survive. Without the ability to reach out across space, the chance to save ourselves might not exist.

While Earth is the only planet known to support life, surely the adaptive ability of humans would allow us to live on other planets. It is true that the lifestyle would be different, but human life and cultures have adapted in the past and surely could in the future.

1. Why does the author mention the questions in Paragraph 1?

- A. To express his doubts.
- B. To compare different ideas.
- C. To introduce points for discussion.
- D. To describe the conditions on Earth.

2. What is the reason for exploring space based on Paragraph 2?

- A. Humans are nature-born to do so.
- B. Humans have the tendency to fight.
- C. Humans may find new sources of food.
- D. Humans don't like to stay in the same place.

3. The underlined word "spin-offs" in Paragraph 4 probably refers to_____.

- A. survival chances
- B. potential resources
- C. unexpected benefits
- D. physical possessions

4. What makes it possible for humans to live on other planets?

- A. Our genetic makeup.
- B. Resources on the earth.
- C. The adaptive ability of humans.
- D. By-products in space exploration.

5. Which of the statements can best sum up the passage?

- A. Space exploration has created many wonders.
- B. Space exploration provided the best value for money.
- C. Space exploration can benefit science and technology.
- D. Space exploration may help us avoid potential problems on Earth.

Test Writing: How to write for tests

When writing for tests, it is important to use a standard format (格式 རྒྱུ་པ་):

- Introduction (介绍 རོ་སྒྲོན།) including your thesis/argument (论点 ཟུང་གཞི) if necessary
- Supporting examples/evidence/information (根据, 证据 བདེན་དབང།)
- Conclusion (结尾 མཇུག)

Look at the Test Reading above. It starts with an introduction which asks a question (Why should we explore space?). Then it lists a number of supporting examples (answers to the question; we should explore space because of X, Y, and Z). Finally there is a clear conclusion (space exploration is dangerous but is important for our species and may be necessary in the future).

Now, read the short question and essay below and underline the essay's thesis. Then, draw lines dividing the introduction, supporting examples, and conclusion of the essay.

Q: Are cyberschools good for children, or are they bad influences on children's education and development? (use approximately 100 words)

Some argue for cyberschools by suggesting they allow students more access (使用权) to education. But I would argue that cyberschools are bad influences upon children's education and development.

Many cyberschools are for-profit (盈利性的) and run by businessmen, not educators. These schools are known to provide poor education. Additionally, spending a lot of time in front of computer screens can cause health problems, from obesity to eye problems, and can slow the development of children's social skills.

In conclusion, cyberschools have many negative effects (影响) on children. Rather than giving a special learning experience for each individual student, these schools slow children's education and development.

What is the subject? _____.

What is the thesis/argument? _____.

What examples does the writer use? _____.

Now it's your turn. When you write for a test, it's very important to write neatly! The readers may spend less than ten seconds looking at your essay, and will grade a beautifully written essay higher than one that is ugly.

请根据以下提示，结合你校园生活中的一个事例，就与人合作这一话题，用英语写一篇短文。

Working in groups at school is an opportunity to learn more about teamwork. Teamwork shows us how other people's roles fit the purpose of the group, and it teaches us to be patient and how to respond to different people.

注意：□无须写标题，不得照抄英语提示语；

▣除诗歌外，文体不限；

▣内容必须结合校园生活中的一个事例；

▣文中不得透露个人姓名和学校名称；

▣词数为 100 左右。

Test Writing 2 (2011 江苏)

下面这幅照片展现了女儿为回家的妈妈拿包的情景。请根据你对这幅照片的理解用英文写一篇短文。你的短文应包含一下内容：

- 1、描述照片内容，如情景、人物、动作，等等；
- 2、结合自身实际，谈谈你的感想；
- 3、举例说明你能为家长减负做些什么。

注意：

- 1、可参照图中文字及下面文章开头所给提示，作必要的发挥想象。
- 2、词数 150 左右。开头已经写好，不计入总词数。
- 3、作文中不得提及考生所在学校和本人姓名。

The burden of students has been a hot topic for years, but the load of parents has received little attention, especially from their own children.



Unit 3: The Environment

Vocabulary 1: The Environment and Ecosystems

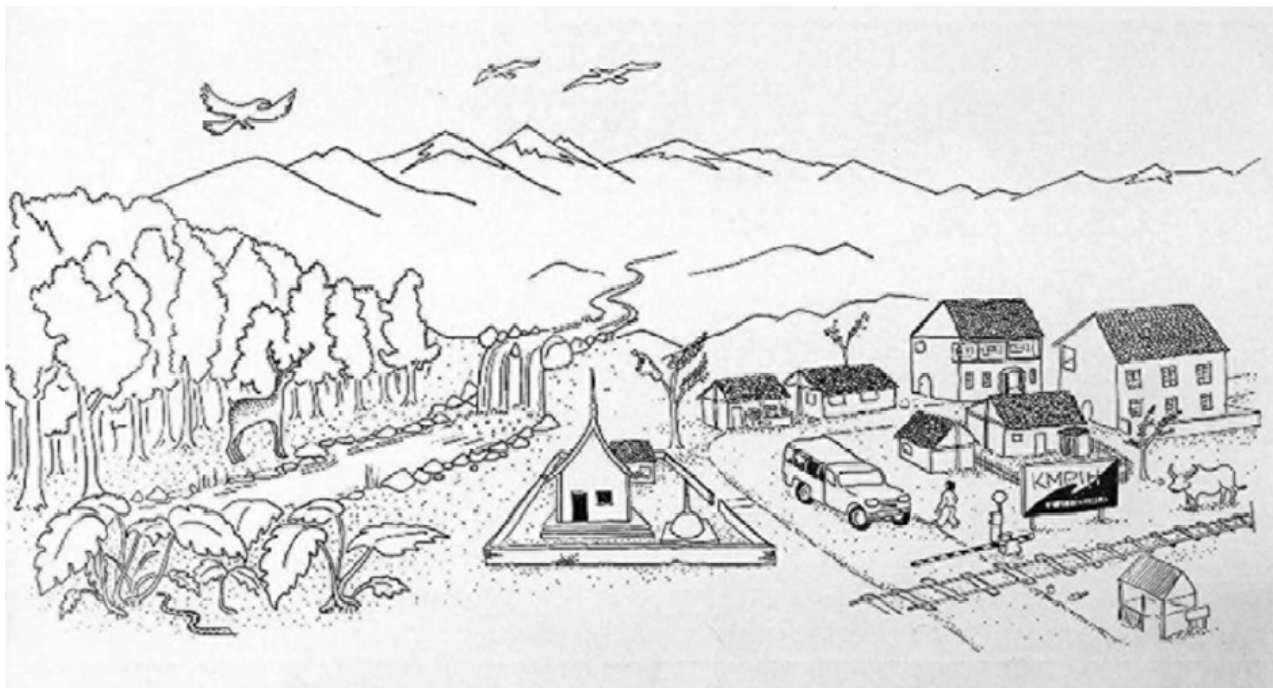
What is the environment? Write down as many things that you can think of that make up the environment.



The environment includes everything around us. When people talk about the environment, they are usually talking about the natural environment. The natural environment is the land, sea, air, water and all living things.

Cities, towns and villages are also environments. Everything made by people is called the built environment. The built environment includes many things such as houses, computers and plastic bags.

What about ideas, knowledge, religion, beliefs and languages? This is called the social and cultural environment.



Look at this picture. List the things that are part of the natural environment.

Now list the things that are part of the built environment.

Finally list the things that are part of the social and cultural environment.

Exercise 1: Put the words in the box under the headings below.

a yak, education, television, a tree, baozi, rain, Buddhism, Xining, the Tibetan Plateau, the Earth, a house, caterpillar fungus, Huangnan Prefecture, a marmot, soil, a village leader, the Tibetan language, Rongwo Gonpa monastery, paper, gold, electricity, a vulture.

Natural Environment	Built Environment	Social and Cultural Environment
a yak	a television	Education

What is an ecosystem? _____.

Complete the text using the words below. The first word is already finished.

Environment (n) 环境 ཁོར་ཡུག

Ecology (n) 生态, སྐྱེ་ཁམས 生态学 སྐྱེ་ཁམས་རིག་པ།

Food web (n) 食物网 ཟས་རིགས་དྲ་རྒྱ།

Predator (n) 捕食者 གཅན་གཟན།

Prey (n) 捕获, 猎物 བཟོན་བྱ།

Produce (v), producer (n) 促成, 产生 ཐོན་སྐྱེད།

Consume (v), consumer (n) 消费者 འཛད་སྤྱད་པ།

Absorb (v) བསྐྱེལ།

Biodiversity (n), biodiverse (adj) 生物多样化 སྐྱེ་དངོས་ལྡན་མང་ཅན།

Ecosystems (n) 生态系统 སྐྱེ་ཁམས་མ་ལག

Habitat (n) 栖息地 རྩི་ཤིང་དང་སློག་ཆགས་ཀྱི་རང་བྱུང་གནས་ཡུལ།

The science of _____ (n) is the scientific study of the environment (n).
As the environment is so big and complicated, ecologists often study one individual
_____ (n) - the community (社会, 集体 སྤྱི་ཚོགས།)

of living and non-living things in one particular place. The world has many types of ecosystems, from forests to grasslands to deserts. But all ecosystems have one thing in common: they are held together (结合在一起 མཉམ་གཅིག་ཏུ་བཞག་པ་) by food – by the simple fact that every living thing needs energy to stay alive, and must get this energy from the sun or from another living thing. The relationships between those who eat and those who are eaten make up a complex (复杂 རྒྱ་ལོ་འཛིང་།) network of energy that we call the _____ (n).

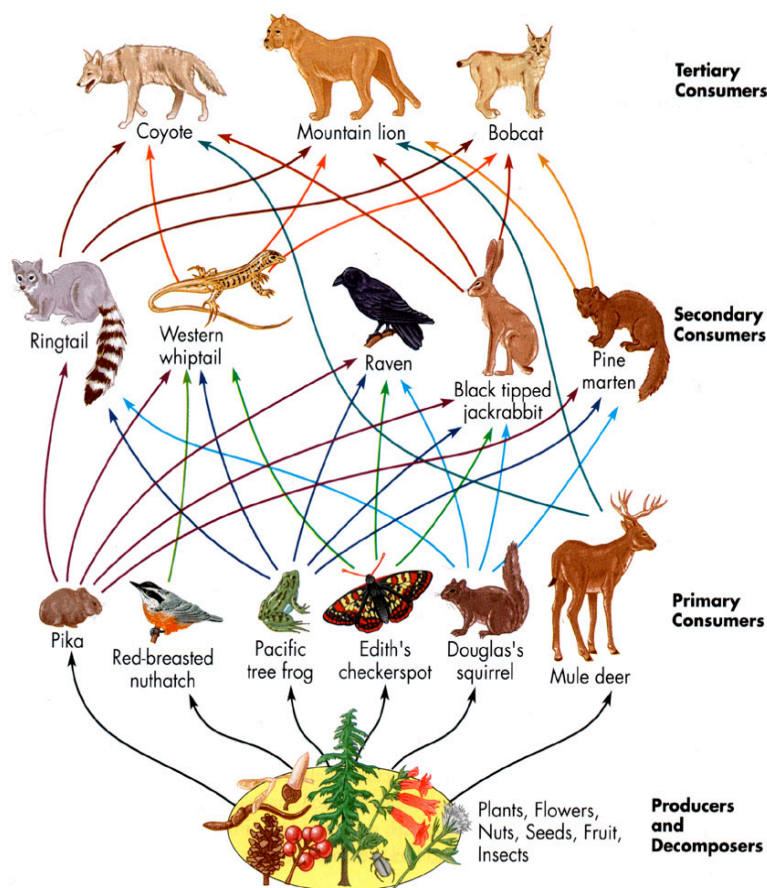
In all of the world's ecosystems, the sun is the source of all the energy in the food web. Plants then _____ (v) energy from the sun through their leaves. Because plants can _____ (v) their own energy from the sun, we call them producers. In a grassland ecosystem, for example, grass is the main producer.

Other living things then eat these plants and consequently (于是 དེའི་ཇེས་སྒྲུ།) take in the sun's energy. Any species (种 རིགས་) that eats another living thing – whether an animal or a plant – is called a _____ (n), because it gets energy not directly from the sun, but from consuming plants as their main energy source are called “primary” (first) consumers. In our grassland ecosystem example, primary consumers include sheep, yaks, pikas, and marmots.

Then these “primary” (first) consumers are themselves eaten by “secondary” consumers, who are then eaten by “tertiary” consumers. And the food web continues upwards, _____ (n, s) eating _____ (n), until we reach the highest level of consumers – those animals that eat nearly everything in the ecosystem, and themselves have no natural predators to hunt them. These “top-level predators” are animals such as wolves, tigers, bears, and sharks.

And now imagine a web made up of rivers and streams of energy, of species eating and being eaten – a web that includes all of the living things in an ecosystem. This is the food web, and this is what holds an ecosystem together.

But where do humans fit in? As humans can kill any animal we please, we are often considered to be top-level predators. In many ecosystems, we have killed off (灭杀 ཚར་གཅོད།) many species (especially the top-level predators) and reduced ecosystems' _____ (n). In addition, we have destroyed the place where they live - their _____ (n). And in doing so, we can not



only kill individual animals, but destroy whole ecosystems. For this reason, humans are truly at the top of the food web.

Reading Comprehension Questions

1. What is the study of the environment called?

a. geology b. ecosystem c. ecology d. food web

2. What are food webs?

3. What are producers, and how do they get energy?

4. Why are “producers” called “producers”?

5. What are consumers, and how do they get energy?

6. Consumers are called consumers because they _____

a. get energy directly from the sun b. get energy from humans

c. get energy from eating plants or animals c. get energy from ecology

7. What do we call the consumer at the top of the food web? Give two examples of this kind of consumer. _____

8. Where do you think humans are in the food web? Why?

9. How do humans (and our activities) often influence (影响 བྱུགས་ཀྱིན།) ecosystems?

10. What is biodiversity? Why is it important for ecosystems? (2 sentences)

11. When humans destroy habitat and kill off species, what may happen to an ecosystem? Give a real-life example if you can. (2 sentences or more)

12. Draw a food web of the ecosystem in your hometown (including the sun, producers, and different levels of consumers). Be careful and specific!

Exercise 2: Ecosystems: Match the words below to their meanings

Ecosystems (n)

A place with many trees is a _____.

- ☐ Forest (n) _____ ecosystems are very far north.
- deciduous (adj) The _____ is very dry and cold.
 - evergreen (adj) The _____ is very biodiverse.
 - (tropical) rainforest (n) Leaves fall every autumn in _____ forests.
- ☐ Marine (adj) Lakes and rivers are _____ ecosystems.
- coral reef (n) Places built by people are _____ ecosystems.
- ☐ Freshwater (n, adj) A _____ has no trees but a lot of grass.
- ☐ Wetland (n, adj) _____ ecosystems are in the ocean.
- ☐ Grassland (n) An _____ ecosystem is in the mountains.
- ☐ Desert (n) The trees are always green in _____ forests.
- ☐ Tundra (n) The ground is always wet in a _____.
 - arctic (adj) It almost never rains in a _____.
 - alpine (adj) You can find _____ in warm, shallow seas.
- ☐ Artificial, built (adj) These words are all types of _____.

Exercise 3: Complete the table with the ecosystems below

Ecosystem	What lives there? (3 examples)	How do people use it?	What problems does it face?
Evergreen forest	Bears, foxes, deer	Cutting trees for houses and firewood	People cutting too many trees (deforestation)
Grassland			
Desert			
Coral reef			
Tundra			
Wetland			

Reading: Top Predators needed for ecosystem health, study says

Top-level predators frighten the animals they hunt. But when a deer is being killed by a wolf, at least it can know that it's giving its life for the good of all.

A new study has found that ecosystems can collapse without top predators to control the populations of other species. This study is also a warning to humans, who often take top predators out of the food chain.

The top predators happily eat the consumers of the food web, explained study leader Neil Rooney of Canada's University of Guelph. "Top predators are like the controllers of the food web," Rooney told LiveScience. The top predator goes back and forth, eating different consumers and, consequently, controlling their population. This continuous hunting of the top consumers prevents a population from growing larger than the ecosystem can support. Removing a top predator can often disturb the gentle balance of an entire ecosystem.

If the top predator is completely removed, the populations of lower-level consumers will increase (as less animals are eaten) and then crash. Rooney calls this type of ecosystem a "boom and bust cycle," when one species' population boom ultimately means another will bust. Bigger booms mean increased chances of a bust.

"With each bust, the population gets very close to zero, and it's difficult to get back," he said.

Humans often play a role in starting boom and bust cycles by killing top predators. For example, after gray wolves were hunted almost to extinction in the United States, deer, elk, and other forest animals had complete freedom and started to have as many babies as fast as possible. These increased populations quickly ate up the plants that other consumers also relied on for food – and so, with not enough food for all, populations quickly crashed.

Ecosystems provide us with the food we eat and help produce clean air and water. But they're also fragile and work best when in a stable balance, scientists say.

"These are our life support systems," Rooney said. "We're relying on them. This study shows the importance of top predators and that we must be careful with how we deal with them."

Study (n) 研究 རྒྱུ་འཇུག

Collapse (v) 瓦解, 倒塌, 倒下 སེལ་བྱར་འཇོར་བ།

Consequently (adv) 于是 དེའི་རྗེས་སུ།

Disturb (v) 打扰, 弄乱, 使心烦 བར་ཆད་གཏོང་བ།
བསྐྱོད་པོ་བཟོ་བ།

Boom (v, n) 兴盛 ཚོང་རྒྱུ་ལ། བྱིན་པོ།

Bust (v, n) 破产, 打破, 坏 གཏོར་བརྒྱུག

Cycle (n) 循环 རེས་འཁོར།

Provide (v) 提供, 供应 འདོན་སྤྲོད།

Fragile (adj) 易损的, 纤巧, 薄弱的 གས་ཆག་སླ་པོ།

Stable (adj) 稳定的 བརྟན་པོ།

Balance (v, n), balanced (adj) 平衡 རྡོ་མཉམ

Reading Comprehension Questions

1. What are some top predators? Make a list below.

2. What does the author say humans can do to an ecosystem?

3. Why do we need top predators?

4. Why might many people want to kill top predators?

Grammar: Some, Any, Every + one/body, thing, where/place

Late last night, someone knocked on my door. I wasn't expecting anyone to come, so I didn't know who it was. The next day I asked everyone in my class if anyone had knocked on my door, but no one knew what I was talking about.

These rules apply to -one/-body (person), -thing (thing), and -where/-place (place)

- ☐ Somewhere = one place, used in positive sentences
 - Let's go somewhere warm for holiday.
- ☐ Anywhere = one place, used in negative sentences, questions, and sometimes with modals (could, would, should, will, may, etc.)
 - There are no pumpkins anywhere in Rebong. Are there pumpkins anywhere in Rebong?
- ☐ Everywhere = all places.
 - I searched everywhere but I couldn't find any pumpkins.
- ☐ Nowhere = no places.
 - There's nowhere to buy pumpkins today!

Exercise 1: Make sentences using the words below

1. something _____.
2. [negative]+anything _____.
3. [question] anything _____.
4. everything _____.
5. nothing _____.
6. everybody _____.
7. somebody _____.
8. nobody _____.

Exercise 2: Complete the story below using some/any/every/no + one/body/thing/place/where (you can use each more than once)

Late last night, my brother ran away from our house. I went outside to find him, but I couldn't see him _____. I searched _____ I could, but I still couldn't find him _____. I decided to give up and wait until morning.

Then I got a call on my cell phone – it was my brother! I yelled at him for running away - he could have gone _____ dangerous and gotten hurt. But he said he was OK – he was _____ warm and safe. He had run away because he had heard a strange noise coming from _____ outside the house, and had wanted to see what it was. But he soon got lost in the grasslands. He then decided to find _____ warm to spend the night rather than search _____ for our house. I scolded him



and told him not to be so silly; if he was _____ out in the grasslands, anything could have happened to him!

Exercise 3: Complete the sentences below with some/any/every/no + one/body/thing/place/where



1. He searched _____ (-where) for the hidden treasure but could not find it

_____ (-where).

2. Drolma couldn't find _____ (-one) to help her clean the bedroom.

3. All the students and teachers were eating dinner in the cafeteria - _____ (-one) except James, who had to do _____ (-thing) very important.

4. _____ (-body) is knocking at the door, but I didn't invite _____ (-body) to dinner tonight!

5. The rich man could have bought _____ (-thing) with his money; instead, he has chosen to give up _____ (-thing) he has to become a monk.

6. My girlfriend and I are doing _____ (-thing) tonight, but I don't know what – and she will decide what we do. I don't care – I'll do _____ (-thing) she wants.

7. _____ (-body) knows who killed John F. Kennedy.

8. Do you know _____ (-thing) about baseball?

9. I wish there was _____ (-thing) we could do to help you prepare for the party, but you said _____ (-thing) was already finished.

10. We couldn't find _____ (-body) to help plant trees on Tuesday; could _____ (-body) from this class volunteer?

11. There wasn't _____ (-thing) delicious to eat at the restaurant, so we decided to go _____ (-where) else.

12. Is there _____ (-where) in Rebgong you can buy pizza? I've looked _____ (-where) but I haven't found it.



Grammar: Place Clauses using where, there, and which

A clause (从句/ཚིག་མཚམས།) is a part of a sentence that gives information about a place, person, thing, time, event or activity.

ཚིག་མཚམས་སུ་ཡང་ན་ clause ཞི་ས་ཆ་དང་མི་སྣ། བྱ་བ། དོན་དག། བྱ་འགུལ་སོགས་ཀྱི་གནས་ཚུལ་ངོ་སྟོན་བྱེད་པའི་ཚིག་གྲུབ་ལ་ཟེར།

- ☐ The man who sells vegetables on Dehelong Nanlu is not friendly.
- ☐ The town where I grew up is a very beautiful place.
- ☐ The book which we use in math class is very difficult.

When we are talking about place, we use where, there, and which in different combinations (混合ཐུགས་སྒྲིལ། འདྲེས་པ།) with the verbs be (is/are/am) and have (have/has).

1. Where there + be + noun

- ☐ They went to the top of the mountain, where there were many yaks grazing.

1a. In which there + be + noun

- ☐ Sengeshong, in which there are several monasteries, is close to Rebgong

1b. Which + have + noun

- ☐ The grasslands, which have many beautiful flowers, are a great place to relax.

Where there+be+noun, in which there+be+noun, and which+have+noun all have the same meaning. They introduce a new piece of information about a place/thing to a sentence which is already complete. They are used when there are two clauses in the sentence and when the object of the description is a noun. (NB: 'in which' = where only in statements, not questions!)

- ☐ Example: _____.

2. Which + be + adjective/place word

- ☐ The school, which is very big, is located in Rebgong. I went to the school, which is in Rebgong.

Which + is/are introduces a new piece of information about a place/thing to a sentence which is already complete. They are used when there are two clauses in the sentence and when the object of the description is an adjective/place word.

- ☐ Example: _____.

3. In _____, there + be + noun

- ☐ In Zeku, there is a delicious restaurant. In Rebgong, where I study English, there is a beautiful monastery.

This is used to describe something about a place when the object of the description is a noun.

- ☐ Example: _____.

4. Place + where + action clause (S+V+O)

4a. Place + in which + action clause (S+V+O)

- ☐ The place where I was born is very beautiful. This weekend, I visited the town in which I worked last year. The restaurant where I ate dinner is not very delicious.

Where is used in questions with is/are. (Where are my books?) However, where or in which can be used to describe an action (something someone does) in a place.

- ☐ Example: _____.

Always remember:

- ☐ ~~There have~~ (EXCEPT for the present perfect "There have been many fights at school this year.")
- ☐ ~~Where have~~
- ☐ ~~In where~~
- ☐ ~~In there~~ (EXCEPT for talking about something that is clearly INSIDE of something else: "What is in the box?" "Some books are in there.")

Exercise 1: Complete the conversations following the model below (speaking)

A: My family's grasslands are more beautiful than your family's grasslands.

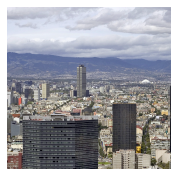
B: I don't think so. In my family's grasslands, there are beautiful mountains where/in which many yaks graze.

A: But my family's grasslands, where there are/which have beautiful mountains as well, also has amazing flowers.

B: Well that's fine, but it is only my family's grasslands which are known as the most beautiful in the world.



1. my village's monastery/
your village's monastery,
amazing temples, many
monks are praying, famous
caves



4. my city/your city, big
markets, people love to shop,
tall buildings



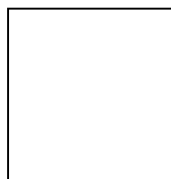
2. my hometown/your
hometown, beautiful parks,
children and adults love to
play, well-designed buildings



5. my family's home/your
family's home, large rooms,
family members can relax,
beautiful woodcarvings



3. my school/your school,
pleasant classrooms, many
students study, a beautiful
campus



6. _____

Exercise 2: Correct the mistakes in the passage below

In my hometown there have a beautiful grassland, where have many yaks and sheep. In there have many beautiful flowers, which the yaks and sheep love to eat. There have many herdsman in the grasslands. Sometimes, the herdsmen must leave the grasslands and go to town, where have many stores selling food and supplies. There also have many bars and dance clubs there they can go to have fun. Before they go back to the grasslands where herd their animals, the herdsmen always go to the monastery, where have many monks. There, they pray for good luck in the coming months.

Exercise 3: Complete the sentences using where there + be, which + have, which + be, there + be, where, or in which

1. My uncle lives in a massive house, _____ so many rooms that I can easily get lost!
2. Philadelphia, a city _____ many tall buildings and beautiful parks, is my hometown.
3. For ten years, she lived in Lhasa, _____ many famous buildings.
4. I have a very nice apartment. _____ five rooms : a bedroom, a sitting room, a kitchen, a bathroom, and a sunroom.
5. San Francisco, _____ many famous hills, is known as one of the most beautiful cities in the world. _____ many beaches in the city, _____ located on the ocean.
6. The dancer came out onto the stage and turned to face the audience, _____ many people clapping for him.
7. The first-year student dormitories are new buildings, _____ above the classroom building. Between the buildings _____ a courtyard.
8. Last week, I went to Zeku, _____ many vast grasslands.
9. Henan is the county _____ many of our students are from.
10. If you travel to Jianza, you must go to Kanbula Park, _____ many beautiful landscapes. In Kanbula, _____ (+ also) several famous monasteries.
11. In Xining, _____ Qinghai's biggest city, _____ several large markets.
12. Qinghai Lake, _____ both grasslands and deserts, is the largest lake in China.

Special Topic: Protecting the Snow Leopard

By WWF China (世界自然基金会འཛམ་གླིང་རང་བྱུང་ཐོན་སྐྱེད་ཆ་ཚོགས་པ།)

The snow leopard (雪豹 གཞེག།) lives in the high, cold mountains and of the Tibetan Plateau and Central Asia. The total population of the snow leopard is now about 4000 animals. About half of these are in China, mostly on the Tibetan Plateau and in the Himalaya (喜马拉雅山 རི་བོ་ཉི་མ་ལ་ཡ།).

As the top predator of Asia's high mountains, the snow leopard is important because it controls the populations and health of the wild species it preys on. While the Asiatic brown bears that live in the same region as the snow leopard mostly eat pikas, marmots, and found meat and plants, the snow leopard usually eats large animals caught alive – often sick or injured animals.

The main threat (威胁 འཛིགས་སྒྲུལ།) to snow leopards is increasing human population on the grasslands of the Tibetan Plateau. In addition, snow leopards are also at risk from hunters, who can sell snow leopard skins for more than several thousand dollars in the large cities of eastern China. Snow leopard bones are also increasingly being used in traditional Chinese medicine, while live snow leopard cubs,



WWF China began trying to protect snow leopards on the Tibetan Plateau in 2006, with a survey (调查 ལྟ་ཞིབ།) that found an extremely high rate (率 ཚད།) of conflict (冲突, 矛盾 འགལ་ཁྲུ་འགལ་བ།).

) between livestock herders and snow leopards. Since that time, WWF China has given out information about snow leopard ecology and how herders can reduce and prevent loss of livestock to snow leopards, such as by not herding in snow leopard habitat, putting roofs on their livestock corrals (牲畜栏 ཐུགས་རྩ་ཁྲོན་), and guarding their sheep better. WWF has also created two wildlife-conflict compensation (赔偿金 རྒྱུ་ཚབ་དངུལ་) funds (基金 མ་སྒྲུབེབས་སྒྲུ་) that provide the poorest families with 25% compensation for livestock lost to snow leopards.



WWF China plans to continue its work in the Yangtze Source (长江源 འབྲི་ཆུའི་མགོ་ཁྱེད་ཁུལ་) region of Qinghai Province. The goal of this work is to reach all snow leopard areas of the Tibetan Plateau with the message that we need to protect these beautiful endangered (濒于灭绝 ཉེན་ཁར་སློང་བ།) animals.

Source: WWF China: Snow Leopard, [http://wwfcn.panda.org/en/what we do/species/fs/snow leopard/](http://wwfcn.panda.org/en/what_we_do/species/fs/snow_leopard/)

Reading Comprehension Questions

1. Who wrote this passage, and what is the passage's purpose (why was it written)?

2. What does the author say is the snow leopard's role in the ecosystem?

3. What does the author say are the main threats to snow leopards?

4. What conflict does the author describe?

5. What does the author think about this conflict? Which side (一方 ཕྱོགས་གཅིག) does he support?

5. What has WWF already done to protect snow leopards in this region?

6. Do you agree? What do you think should be done?

Cloze 1 (2011 甘肃)

When we talk about a wolf, we tend to describe it as a kind fierce creature. But is it really true that the wolf stands for devil and ugliness?

Have you read the book "The Wolf Totem" 《狼图腾》 by a famous writer Jiang Rong, which tells the story of the relationship between wolves and human beings? Have you ever 1 the wolves' world? If you had, you would 2 the wolves. In the book, wolves are heroes on the large grassland. They know more about 3 than humans. They can attack lambs without

disturbing their mothers. They also know how to 4 full use of the shape of land to 5 sheep. I believe that if wolves were humans, they would be 6 at fighting.

The wolf is a kind of special creature that can deeply understand 7. Each wolf serves its group with its heart and soul. A 8 wolf has little power, but a pack of wolves 9 nothing. All the wolves obey the rules. 10 they are defeated, they run away together. It is their teamwork 11 makes wolves powerful.

The wolves also have great self-preservation and won't 12 to anyone. The writer, who wrote the book "The Wolf Totem", 13 stole a one - month - old baby wolf and raised it very carefully. To his 14, he found the little wolf still wanted to go back with 15 wolves. The little wolf bit through the iron chain that limited it. The wolf was 16 and never gave up fighting 17 its death. It seemed that the little wolf died as a glorious fighter.

I was shocked by this kind of 18 wolves which are one of the most respected creature on the earth. I want everyone to look at wolves in a 19 way. They are our teachers. They show us how to survive and 20 this not simple but dangerous world. Please honor the wolves, please honor all these heroes of nature!

- | | | | |
|---------------------|--------------------|--------------------|-----------------|
| 1. A. talked about | B. walked into | C. thought about | D. cared for |
| 2. A. hunt | B. watch | C. draw | D. admire |
| 3. A. survival | B. life | C. food | D. plant |
| 4. A. get | B. make | C. have | D. take |
| 5. A. trap | B. avoid | C. fight | D. discover |
| 6. A. considerate | B. imaginative | C. creative | D. expert |
| 7. A. process | B. lifestyle | C. teamwork | D. control |
| 8. A. brave | B. single | C. lonely | D. fair |
| 9. A. fight | B. struggle | C. fail | D. fear |
| 10. A. Even if | B. As though | C. Even so | D. As for |
| 11. A. what | B. that | C. which | D. one |
| 12. A. turn in | B. break in | C. take in | D. give in |
| 13. A. just | B. once | C. soon | D. only |
| 14. A. satisfaction | B. sorrow | C. disappointment | D. pleasure |
| 15. A. rest | B. the other | C. another | D. others |
| 16. A. willing | B. worried | C. proud | D. eager |
| 17. A. although | B. until | C. before | D. unless |
| 18. A. selflessness | B. self-confidence | C. self-protection | D. self-respect |
| 19. A. different | B. curious | C. strange | D. humorous |
| 20. A. step on | B. set up | C. succeed in | D. get into |

Test Reading 1 (2011 上海)

<p>Humpback whales are sometimes called performers of the ocean. This is because they can make impressive movements when they dive. The name "humpback", which is the common name for this whale, refers to the typical curve shape the whale's back forms as it dives.</p> <p>Sometimes the humpback will dive with a fantastic movement, known as a breach. During breaching the whale uses its powerful tail flukes to lift nearly two-thirds of its body out of the water in a giant leap. A breach might also include a sideways twist with fins stretched out like wings, as the whale reaches the height of the breach.</p> <p>A humpback whale breathes air at the surface</p>	Size:	14m~18m in length 30~50 tons in weight
	Living environment:	Open ocean and shallow coastline waters
	Migration:	From warm tropical (热带的) waters, where they breed, to cold polar waters, where they eat,
	Diet:	Shellfish, plants and fish of small size
	Hunting:	Sometimes in groups, in which several whales form a circle under the water, blowing bubbles

of the water through two blowholes which are located near the top the head. It blows a double stream of that can rise up to 4 meters above the water.		that form a “net” around a school of fish. The fish are then forced up to the surface in a concentrated mass.
The humpback has a small dorsal fin located towards the tail flukes about two-thirds of the way down its back. Other distinguishing features include large pectoral fins, which may be up to a third of the body length, and unique black, and white spots on the underside of the tail flukes. These markings are like fingerprints: no two are the same.	Current state:	Endangered: it is estimated that there are about 5000~7000 humpback whales worldwide.
Humpback whales live in large groups. They communicate with each other through complex “songs”.		

1. According to the text, a humpback whale _____.
 A. cannot survive in waters near the shore B. doesn't live in the same waters all the time
 C. lives mainly on underwater plants D. prefers to work alone when hunting food
2. To make a breach, a humpback whale must _____.
 A. use its tail flukes to leap out of the water B. twist its body sideways to jump high.
 C. blow two streams of water D. communicate with a group of humpbacks.
3. From the passage we can learn that a humpback whale _____.
 A. has its unique markings on it tail flukes B. has black and white fingerprints
 C. gets its name from the way it hunts D. is a great performer due to its songs

Test Reading 2 (2008 全国)

Edward Wilson is America's, if not the world's, leading naturalist. In *The Future of Life*, he takes us on a tour of the world's natural resources (资源). How are they used? What has been lost? What remains and is it able to continue with the present speed of use? Wilson also points out the need to understand fully the biodiversity (生物多样性) of our earth.

Wilson begins with an open letter to the pioneer in environment (环境) protection, Henry David Thoreau. He compares today's Walden Pond with that of Thoreau's day. Wilson will use such comparisons for the rest of the book. The problem is clear: man has done great damage to his home over the years. Can the earth, with human help, be made to return to biodiversity levels that will be able to support us in the future?

Biodiversity, Wilson argues, is the key to settling many problems the earth faces today. Even our agricultural crops can gain advantages from it. A mere hundred species (物种) are the basis of our food supply, of which but twenty carry the load. Wilson suggests changing this situation by looking into ten thousand species that could be made use of, which will be a way to reduce the clearing of the natural homes of plants and animals to enlarge farming areas.

At the end of the book, Wilson discusses the importance of human values in considering the environment. If you are to continue to live on the earth, you may well read and act on the ideas in this book.

1. We learn from the text that Wilson cares most about _____.
 A. the environment for plants B. the biodiversity of our earth
 C. the wastes of natural resources D. the importance of human values
2. How many species are most important to our present food supply?
 A. Twenty. B. Eighty. C. One hundred D. Ten thousand.
3. Wilson suggests that one way to keep biodiversity is to _____.
 A. learn how to farm scientifically B. build homes for some dying species
 C. make it clear what to eat D. use more species for food
4. We can infer that the text is _____

- A. a description of natural resources B. a research report
C. a book review D. an introduction to a scientist.

Test Reading 3 (2011 湖北)

Howling is a behavior commonly observed among a wolf pack. As pack animals, wolves work together to hunt and rely on howling as an important means of communication among each other. There are different explanations of a wolf's howl and it appears that there may be more to discover.

One theory is that wolves howl to bond better together. It's almost as if howling together helps the pack stay together. Perhaps this is something similar to people feeling a sense of involvement with each other when singing a song together. But this theory may be wrong, explains Fred H. Harrington, a professor who studies wolf behavior.

Indeed, there have been times when wolves have been seen one moment howling in a chorus, and the next, quarreling among each other. It appears that usually the lowest-ranking members of the pack may actually be "punished" for joining in the chorus at times. So is howling a way to strengthen a social bond or just a way to reconfirm status among its members? — Why do wolves howl for sure?

What is clear, however, is that howling is often used among packmates to locate each other. Hunting grounds are distant and it happens that wolves may separate from one another at times. When this happens, howling appears to be an excellent means of gathering.

Howling, interestingly, is a contagious behavior. When one wolf starts to howl, very likely others will follow. This is often seen to occur in the morning, as if wolves were doing some sort of "roll call" where wolves all howl together to report their presence.

1. What is the possible similarity between wolves' howling together and humans singing in chorus?
 - A. The act of calling each other.
 - B. The sense of accomplishment.
 - C. The act of hunting for something.
 - D. The sense of belonging to a group.
2. Why does Harrington think the "social bond" theory may be wrong?
 - A. Wolves separate from each other after howling.
 - B. Wolves tend to protect their hunting grounds.
 - C. Wolves sometimes have quarrels after howling together.
 - D. Wolves of low rank are encouraged to join in the chorus.
3. Researchers are sure that wolves often howl to _____.
 - A. show their ranks
 - B. find their companions
 - C. report the missing ones
 - D. express their loneliness
4. "Howling... is a contagious behavior" (in the last paragraph) means _____.
 - A. howling is a signal for hunting
 - B. howling is a way of communication
 - C. howling often occurs in the morning
 - D. howling spreads from one to another

Test Reading 4 (2010 江苏)

It is reported that conservation groups in North America have been arguing about the benefits and dangers of wolves. Some groups believe wolves should be killed. Other people believe wolves must be protected so that they will not disappear from the wilderness (荒野).

For Killing Wolves

In Alaska, the wolf almost disappeared a few years ago, because hunters were killing hundreds of them for sport. However, laws were established to protect the wolves from sportsmen and people who catch the animals for their fur. So the wolf population has greatly increased. Now there are so many wolves that they are destroying their own food supply.

A wolf naturally eats animals in the deer family. People in the wilderness also hunt deer for food. Many of the animals have been destroyed by the very cold winters recently and by changes in the wilderness plant life. When the deer can't find enough food, they die.

If the wolves continue to kill large numbers of deer, their prey (猎物) will disappear some day. And the wolves will, too. So we must change the cycle of life in the wilderness to balance the ecology. If we killed more wolves, we would save them and their prey from dying out. We'd also save some farm animals.

In another northern state, wolves attack cows and chickens for food. Farmers want the government to send biologists to study the problem. They believe it necessary to kill wolves in some areas and to protect them in places where there is a small wolf population.

Against Killing Wolves

If you had lived long ago, you would have heard many different stories about the dangerous wolf. According to most stories, hungry wolves often kill people for food. Even today, the stories of the "big bad wolf" will not disappear.

But the fact is wolves are afraid of people, and they seldom travel in areas where there is a human smell. When wolves eat other animals, they usually kill the very young, or the sick and injured. The strongest survive. No kind of animal would have survived through the centuries if the weak members had lived. That has always been a law of nature

Although some people say it is good sense to kill wolves, we say it is nonsense! Researchers have found wolves and their prey living in balance. The wolves keep the deer population from becoming too large, and that keeps a balance in the wilderness plant life.

The real problem is that the areas where wolves can live are being used by people. Even if wilderness land is not used directly for human needs, the wolves can't always find enough food. So they travel to the nearest source, which is often a farm. Then there is danger. The "big bad wolf" has arrived! And everyone knows what happens next.

1. According to the passage, some people in North America favor killing wolves for all the following reasons EXCEPT that ____.

- A. there are too many wolves
- B. they kill large numbers deer
- C. they attack cows and chickens for food
- D. they destroy the wilderness plant life

2. Some people are against killing wolves because ____.

- A. wolves help to keep the ecological balance in the wilderness
- B. there is too small a wolf population in the wilderness
- C. there are too many deer in the wilderness
- D. wolves are afraid of people and never attack people

3. According to those against killing wolves, when wolves eat other animals, ____.

- A. they never eat strong and healthy ones
- B. they always go against the law of nature
- C. they might help this kind of animals survive in nature
- D. they disturb the ecological balance in the wilderness

4. The last sentence "and everyone knows what happens next" implies that in such cases...

- A. farm animals will be in danger and have to be shipped away
- B. wolves will kill people and people will in turn kill them
- C. wolves will find enough food sources on farms
- D. people will leave the areas where wolves can live

Debate: Wolves and herders

The teacher will divide you into groups – herders, conservation organizations, and Huangnan business officials. Should you kill wolves to protect herders and their animals, or should you protect wolves and have herders' animals killed – and their families suffer?

Test Writing 1 (2008 北京)

假设你是红星中学高三一班的学生李华，为校刊英语园地写一篇题为“*Our Spring Outing*”的英文稿件。请根据以下四幅图的先后顺序，叙述上周你们班从准备春游到春游结束的过程。

注意：词数不少于 60.

提示词：游乐园 amusement park; 可回收垃圾箱 recycling bin

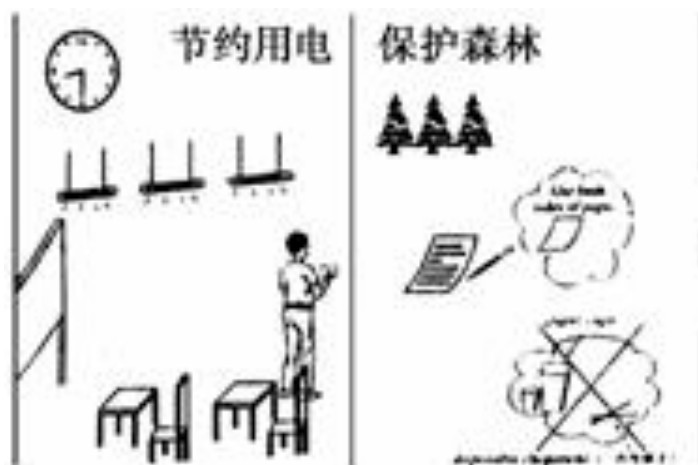


Test Writing 2 (2008 四川非延考区)

你校学生会准备办一期英语墙报，主题为：保护环境从我做起。请你根据下图所示写一篇英语短文。

注意：

1. 词数 100 左右，开头语已为你写好；
2. 可适当增加细节，以使行文连贯。



What Can I Do for Our Environment?

Everyone can do something for our environment.

Vocabulary 2: Talking about changes

How does the environment change?

- ☐ The natural environment?

- ☐ The built environment?

- ☐ The social and cultural environment?



How has the environment in your hometown been changing in recent years? Give at least three examples.

Match the vocabulary words with their meanings

- | | |
|--------------------------------------|---|
| 1. Increase (v) | ___ result, outcome, reaction |
| 2. Decrease (v) | ___ a part of something bigger/a basic substance such as Oxygen (O) or Carbon (C) [chemistry] |
| 3. Cause (n, v) | ___ to make something happen; reason |
| 4. Effect (n) | ___ to use something badly so it is ruined, destroyed or becomes bad |
| 5. Affect (v) | ___ to approve of and help; to help prove something; to hold a weight |
| 6. Effective (adj) | ___ become less/fewer |
| 7. Deplete (v) | ___ it makes lights and machines turn on, cars run, and keeps us moving |
| 8. Degrade (v), degradation (n) | ___ result (usually bad) of an action |
| 9. Species (n) | ___ works well, produces a good result |
| 11. Energy (n) | ___ to give; to make or cause something |
| 12. Support (n, v) | ___ a kind of living thing (animal or plant) |
| 13. Out of control (adj) | ___ thus, as a result |
| 14. Adapt (v) | ___ become more/greater |
| 15. Consequence (n) | ___ a feature, a part or side of something bigger |
| 16. Consequently (adv) | ___ to change to fit (a new environment/situation) |
| 17. Aspect (n) | ___ cannot be stopped or limited |
| 18. Element (n) | ___ to use something until there is no more left |
| 19. Contribute (v), contribution (n) | ___ to influence or change something |

Reading: The Yellow River

The Yellow River is an important river for both Chinese and Tibetan people. The Chinese often call it “The Mother River”, while for Tibetans it is rma chu, “River of the Peacock.” The Yellow River carries one of the heaviest loads of silt (泥沙 འདྲམ་གྱི་) of any river in the world. This heavy silt load is caused by the land the river passes through, which has very loose, yellow soil (疏松的土壤 སྒྱུ་སྐྱེའི་སྐྱེའི་). This soil is easily washed away into the rivers – and gives the Yellow River its silt load, color and name.

The river is the sixth longest in the world, at nearly 5,500 kilometers. From its source in Qinghai’s Yushu Prefecture, it flows off the Tibetan Plateau before turning north into the deserts of Inner Mongolia. Then, passing through the Loess Plateau (黄土高原 ས་མེར་མཐོ་སྒང་།), it runs across the East China Plain and into the Pacific Ocean in Shandong province.

That is, when it reaches the ocean at all. Much of the river’s water has been taken for agriculture (农业 རྒྱུ་ལས།)

Consequently, in recent years the river has been running dry in the middle of Shandong Province, long before it reaches the ocean. This was not always the case: the river has long been known as “China’s Sorrow” because of its frequent floods. In the 2,500 years before 1946, the river flooded nearly 1,600 times! But as the river’s flow has been depleted, floods have been happening much less often than before.



And this is just one aspect of the river’s environmental degradation.

While floods have been decreasing, pollution of all kinds has been increasing on the Yellow River and its

tributaries (支流 རྒྱུ་ལས།). With the fast development of industry and agriculture in much of China, water pollution in the Yellow River basin has gotten out of control. In 2010, nearly 4.3 billion tons of waste and sewage (污水, 污物 རྒྱུ་ལས་སྒྲིག་སྒྲིག་པོ་) were dumped into the river. What are the effects of using the river as a dump? Studies show that much of the river is now considered unsafe for swimming, nearly all is considered undrinkable, and one-third (1/3) of the river is unfit (不宜 མི་འཚོམས་པའི་) for even agricultural or industrial use. Though the government has tried to control pollution, it has not been effective, and the river continues to be degraded by industrial and agricultural waste.

Dams are another element in China’s development which has been contributing to the river’s problems. Dams have been constructed along the river provide energy for China’s people and industries. While they do make electricity without the air pollution of coal power plants (电厂 རྒྱུ་ལས་འདོན་བཅོ་བྱ།), one consequence

of these dams is that they stop fish and other freshwater species from traveling upstream to breed (繁殖 རྒྱུ་སྐྱེལ). It is very difficult for these species to adapt to this change in their environment. Before the dams were built, fish had been traveling up the Yellow River to breed. But with the construction of large dams along the entire river, fish haven't been making this trip – and, consequently, have been dying out: mostly because of dams and pollution, one-third of all fish species in the river have already died out.

One example of the degradation in the Yellow River and its tributaries can be found on the Huang Shui River, which runs through Xining. For several years now, Xining residents have been complaining of the awful smells which have been coming from the river. These smells are just one of the effects of the river's severe pollution, which has also killed nearly all of the river's fish. Nearly 144 million tons of pollution are put into the river each year. The pollution is mostly caused by power plants and factories in Datong County. This pollution has affected not only Xining residents, but also farmers in the Huang Shui valley who can no longer use river water for their crops.

Many people in China support cleaning up and protecting the Yellow River, but it's difficult to see any progress being made. Hopefully, in the years to come the government and people will join together to protect and preserve this important river.

Reading Comprehension Questions:

1. What are two of the river's Chinese names? What is its Tibetan name?

2. Why is the Yellow River yellow?

a. pollution b. soil c. agriculture d. the Huang Shui in Xining

3. How long is the river?

a. 144 million tons b. 4.3 billion tons c. 2,500km d. 5,500km

4. Where is the river's source? Where does it flow into the sea?

5. Why does the river sometimes not reach the sea?

a. the Loess plateau b. farming
c. pollution d. factories

6. Why was the Yellow River called "China's Sorrow"?

7. How much pollution is put into the Yellow River each year?

a. 144 million tons b. 4.3 billion tons c. 2500km d. 5500km

8. What are the causes of this pollution? What are its effects?

9. Why have dams been built along the river?

a. for farmers to get water b. for people to get electricity
c. for the government d. for people to have water in their homes

10. What are the effects (both good and bad) of dams?

11. What has happened to the fish in the river?

12. What problems does the Huang Shui River face?

13. What are the main causes of the Huang Shui's pollution?

- a. industry and factories b. agriculture and farms
c. people and fishing d. businesses and markets

14. Do people want to clean up the Yellow River? Really? What do you think? (2-3 sentences) _____

Grammar: Present Perfect Continuous

Present Perfect Continuous:

- ☐ In recent years, dams have been killing fish in the Yellow River.
- ☐ Water pollution has been increasing in the Yellow River.
- ☐ Since the 1990's, the government has been trying to protect the river.

We use the present perfect continuous to describe something that started in the past and is still continuing now. We often use it with **since** or **for**.

现在完成进行时表示从过去到现在发生一直不停发生的事件；也是现在正在进行。平常是跟 **since** 或 **for** 一起用的。འདས་པའི་ད་ལྟ་བུའི་བཞིན་པ་ནི་འདས་སྐད་ནས་ད་རག་བར་དུ་བྱང་ཟེན་པ་དང་ད་དུང་མཐུན་དུ་བཞིན་པའི་དོན་དག་ཞིག་སྟོན། དུས་རྒྱུ་sinceདང་forགཉིས་ཀྱི་ལྟན་དུ་བཀོལ་སྤྱོད་བྱེད།

- ☐ Present perfect continuous = have/has + been + V(ing)
- ☐ _____ (study)

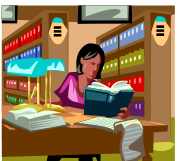
Exercise 1: Complete the dialogues by following the model below (speaking)

A: What are your friends doing?

B: They're fighting.

A: Have they been fighting for a long time?

B: Yes, they have...they've been fighting for four hours!



1. Susan, study English, ten hours



5. Bella and Eric, play basketball, several hours



2. Your parents, walk to Lhasa, fifteen days



6. Mandela and Obama, meet about South Africa, two days



3. You, listen to music, three hours



7. Tsering, sitting in his room, three weeks



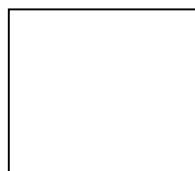
4. Your boyfriend, watch a movie, two hours



8. Richard, reading a book, five hours



9. Sonia, climbing Mt.
Jomolangma, thirteen days



10. _____

Exercise 2:

Make sentences using the verbs below.

1. watch

- ☐ Simple past: _____
- ☐ Present perfect: _____
- ☐ Present perfect continuous: _____

2. travel

- ☐ Simple past: _____
- ☐ Present perfect: _____
- ☐ Present perfect continuous: _____

3. study

- ☐ Simple past: _____
- ☐ Present perfect: _____
- ☐ Present perfect continuous: _____

3. climb

- ☐ Simple past: _____
- ☐ Present perfect: _____
- ☐ Present perfect continuous: _____

Exercise 3: Complete the sentences using the present perfect continuous, present perfect or simple past.

1. Tashi _____ (live) in Rebgong for less than a year.
2. Kelly _____ (never live) in Rebgong before.
3. Chris _____ (never travel) to Lhasa, but he
_____ (travel) to France last August!
4. Jack _____ (date) his girlfriend for two years.
5. Jerome _____ (never eat) pumpkin.
6. Jerome _____ (eat) pumpkin pie for nearly an hour!
7. The CO₂ in the atmosphere _____ (increase) for more than a century.
8. Ken _____ (sing) a beautiful song for us last night.
9. Though she _____ (think) about getting married for a long time, I don't think she will get married yet.
10. I _____ (wait) for you for nearly three hours!

Grammar: Past Perfect Continuous

- ☐ Before the dams were built, fish had been traveling up the Yellow River to breed.
- ☐ We had already been working on the book for nearly a year before our boss told us he couldn't publish it.

- ☐ Lobsang was late! By the time he arrived at the restaurant, his girlfriend had been waiting for nearly an hour!

We use the past perfect continuous to describe something that happened before a time in the past and continued to another time in the past. It is often used with before/by the time/until + simple past.

过去完成进行时常是跟 before/by the time/until + simple past 一起用的。བྱས་ཟིན་འདས་པའི་བྱེད་བཞིན་པ་ནི་དུས་རྒྱུན་before/by the time/until + simple past དང་མཉམ་དུ་བཤེད་ཚུགས།

- ☐ Past perfect continuous = had + been + V(ing)

☐ _____ (eat)

Exercise 5: Complete the dialogues by following the model below.

A: I heard that Ben failed the test last week. Is it really true?

B: Yes, it is...and it's too bad. He had been studying for a long time.



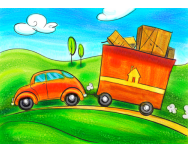
1. Tashi, lose the race, training



2. Johnny and Jenny, break up, dating



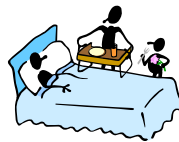
3. You and Andrea, get fired, work at that company



4. Tashi, have to move to Xining, live in Rebgong



5. Lori and Andrew, cancel their wedding, plan to get married



6. Your mother, become very ill, healthy



7. Kobe Bryant, get a leg injury, playing basketball



8. Phuntsok, close his restaurant, manage that restaurant



9. You and your girlfriend/boyfriend, fight, have a good relationship



10. _____

Exercise 6: Make sentences out of the words below using the past perfect continuous or present perfect continuous

1. I / eat / for two hours / by the time / Thomas / arrive (past perfect continuous)

2. She / want / to travel to Mongolia / for a long time (present perfect continuous)

3. Lhamo / work / as a clerk / until / last year (past perfect continuous)

4. Iris / travel / to Lhasa / when she / hear / the news

5. you / date / Tim / this year / ?

6. who / you / date / before / you / start / to date / him / ?

Exercise 7: Complete the sentences using the past perfect continuous, present perfect continuous or simple past

1. Lobsang _____ (sing) professionally (专家 唱歌) for years before he finally _____ (decide) to stop last year.

2. Many people say they care about the environment. However, most of these people _____ (not change) their behavior to solve environmental problems.

3. I _____ (eat) too much food last night; I feel sick.

4. Betty _____ (plan) to study Tibetan at university until her parents disagreed, saying she had to study medicine instead.

5. The world's population _____ (grow) extremely quickly for many years now.

6. Sonam _____ (climb) the mountain for hours by the time he finally _____ (reach) the top.

7. What _____ (you/eat) last night for dinner?

8. Ben _____ (wait) for his friend for a long time when he finally _____ (arrive).

9. He _____ (eat) tsamba for breakfast this morning, but before that he _____ (eat) noodles for breakfast every day for weeks!

10. I _____ (already sing) for a long time. You sing instead!



Exercise 8: Complete the sentences using the past perfect continuous, present perfect continuous, present perfect, past perfect or simple past.

1. He _____ (work) as a tailor for fifty years before he _____ (retire, 退休 ལས་འགུར་ངལ་གསོ།) last year.

2. Over the past twenty years, people _____ (cut) the trees in the forest for firewood.

3. Before she _____ (begin) working as a teacher in 2010, she _____ (report) the news on TV for twenty years.

4. By the time Terry arrived, his friends _____ (already finish) eating dinner.

5. I _____ (not have) a girlfriend



for more than three months. However, Isaac and Lisa _____ (date) for more than two years already, and it seems they won't break up anytime soon.

6. After she _____ (die), we discovered she _____ (write) her autobiography [life story] for fifteen years.

7. Since she got pregnant, she _____ (not come) to work.

8. I _____ (work) as a doctor for twenty years, but this is the first time I've seen something so crazy.

9. Before my favorite restaurant _____ (close), it _____ (serve) food for more than one hundred years!

10. My apartment _____ (smell) very bad for over a month now, but I _____ (not clean) it yet.

11. The dinosaurs _____ (live) on the earth for millions of years before they suddenly became extinct.

12. The woman who works at the bakery next door _____ (bake) bread for forty-five years.

Phrasal Verbs 5: Separable

Verb	Meaning	Example
Blow out	To stop a fire by blowing on it	He blew the candles out.
Bring back	Return	Please bring back the library books by next Monday.
Bring up	1. raise children 2. start to talk about	My parents brought me up well. When you talk to Kelly, you should bring up the news I told you – that Josh is getting married!
Cheer up	Make someone feel happier	She's feeling sad – you should go cheer her up.
Clean up	Make clean	Please clean up your bedroom! It is a mess!
Drop off	To take someone to a place (and leave them there)	I dropped my friend off at the airport yesterday evening.
Give away	To donate, give something that is yours	These books are old. I don't need them and I can't sell them, so I'll give them away to someone who needs them.
Help out	To help someone	I can't lift this box by myself – could you please help me out?
Lay off	Be fired (by your boss), stop employment	Poor Tom – he was laid off by his boss last week! Now he doesn't have a job.
Leave on	1. not turn off (a light or machine) 2. not take off (clothing)	Please leave the lights on – I'm still working in here. It was cold in the classroom, so I left my jacket on.

Pick out	To choose something (often when buying)	When are you going to pick out your wedding gown?
Take back	Return	I need to take these back to the library.
Take out	1. To invite someone out (to dinner, movie, etc.) and pay 2. to take something outside	Can I take you out to dinner tomorrow evening? Could you please take out the garbage?
Talk over	Discuss, talk about	After talking it over, my girlfriend and I decided to break up.
Think over	Consider, think about	I didn't know what to do, so I thought the problem over for a while until I found a solution
Work out	1. to solve or resolve (解決 解決) a problem 2. to exercise (this meaning is inseparable)	Now that we've worked out the problems in our relationship, we are so much happier! I work out every day. Sometimes I go running, other times I go biking or play soccer.

Exercise 1: Complete the conversations below by following the model (speaking)

A: Do you think I should keep these old clothes?
B: No – I think you should throw them away instead.



1. leave the computer on, turn off



2. redo my homework, hand in



3. erase these mistakes, cross out



4. remember the restaurant's phone number, write down



5. take this job, think over



6. ask the teacher what this word means, look up



7. keep Tashi's camera, give back



8. use this old yogurt, throw out

Exercise 2: Complete the sentences

1. Jerry was sad when his cat died, so his friends cheered _____.
2. The other day, my boss laid _____. Now I have no job.
3. We lit the candles on the birthday cake before Johnny blew _____.

4. Me and my girlfriend sometimes fight over small problems, but we always work _____. If we have a problem, we always talk _____ first to make sure we're communicating our different viewpoints to each other and to see if we can come to a compromise (妥协 བར་འདྲུམ།).
5. A: I'm going outside – should I turn the TV off?
B: No, leave _____ so I can continue watching.
6. For my girlfriend's birthday, I took _____ to a nice restaurant.
7. I made a mess eating hotpot, and the waitress had to clean _____.
8. His parents brought _____ well – he has become a kind and thoughtful adult.
9. You can borrow the camera, but after one week you must bring _____.
10. I've had this book since December! I should really take _____ to the library.
11. I don't have any money to pay for dinner...can you help _____? I can pay _____ tomorrow after I go to the bank.
12. A: Are you going to take this job?
B: I don't know...first I need to think _____.
13. I don't want to take off my jacket. It's cold, so I'd rather leave _____.
14. I never use this computer, and it is too old to sell – I guess I'll give _____ to someone who can use it.
15. I'm having some trouble lifting this box – can you help _____?
16. Lauren was my old girlfriend, and she didn't know that I was dating Tanya until now. Why did you have to bring _____? It would have been better if she hadn't known.
17. I don't like your aunt and uncle...why do I have to drop _____ at the bus station? Can't you take them instead?

Exercise 3: Speaking - work in groups of two.

Speaker A: read the sentence with your book open.

Speaker B: finish Speaker A's sentence with your book closed.

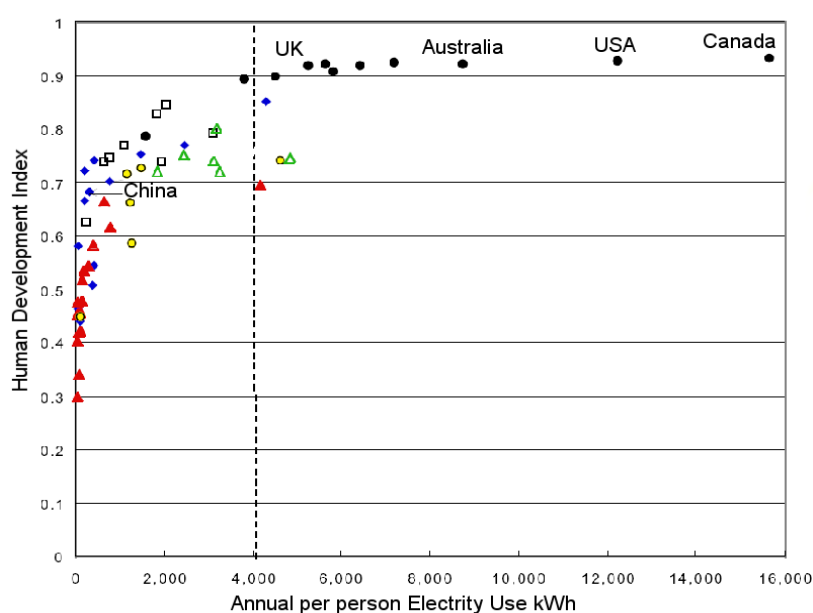
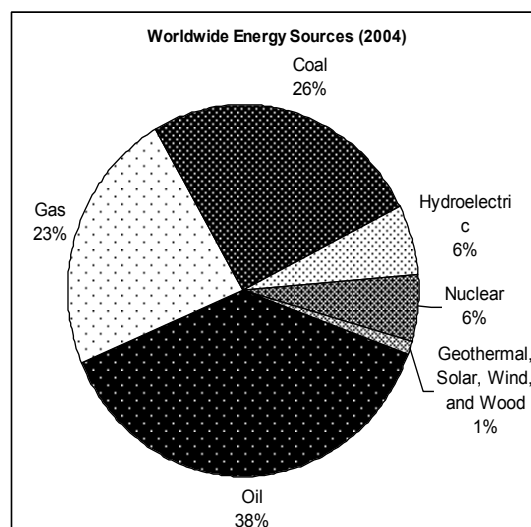
1. You've had that library DVD for a long time – you need to take _____.
2. Can you believe Tony lost his job? His company laid _____.
3. I'm going to bed. When you're ready to go to bed too, don't leave the candle lit - make sure you blow _____.
4. Our relationship has several problems, Mike. We should talk _____.
5. I don't want to take off my hat – I'm going to leave _____.
6. I am too big for these old clothes now. We should give _____.
7. I lent you that jacket a long time ago! When are you going to bring _____?
8. Why is there a problem between us? We need to work _____.
9. Ken is a nice boy. His parents did a good job bringing _____.
10. I need to work in here. When you leave, don't turn the lights off - make sure you leave _____.
11. I don't know how to resolve (解决 ཐག་གཅོད།) this problem. I need to think _____.
12. When you come to visit me in Henan, don't worry about paying for dinner. You're my guest, so I will take _____.

13. You should talk with your landlord (房东 ཁང་བདག) about the problems in your apartment. When are you going to bring_____?
14. Wow – the kitchen is a terrible mess! Somebody needs to clean_____.
15. You've had Tashi's computer for three days! It's been awhile, and I'm sure he needs it. You really need to take_____.
16. I don't understand this problem. Can you help_____?

Special Topic: Fossil Fuels

Every day you use energy. The energy you use to move your body comes from the food you eat. Energy is stored in fuels which release their energy when burned. Your body burns food to give you energy. But what about the energy used to move a car or tractor, or to turn on a light or watch TV? Where does this energy come from? The chart on the right shows where the world gets most of its energy from. Most of the world's energy comes from oil, coal and gas - together these fuels are called fossil fuels. Fossil fuels get their name because they were once living plants and animals that were heated and compressed for hundreds of millions of years to become oil, coal or gas. These fuels can be burned to power your car, heat your food, etc.

One problem with using fossil fuels as our main energy source is that they will one day run out. No new fossil fuels are being made. Scientists now estimate that oil will run out in 43 years, gas in 61 years, and coal in 148 years.



The graph on the left shows annual energy use per person and development. You can see that the more developed countries use more energy per person, while the less developed ones use less.

Burning fossil fuels also causes lots of air pollution and makes rain acidic. But the worst problem is that burning fossil fuels releases greenhouse gases such as CO_2 and CH_4 , which cause global warming.

Fuel (n) something that burns to create energy

Chart (n) a picture/graph that shows information

Compress (v) to squeeze something tightly

Run out (v, phrasal) if you "run out" of something, you have no more

Annual (adj) yearly

Acid (n), acidic (adj) something with a low pH [pH1-7=acidic]

Greenhouse gases (GHG's) (n) gases that cause global warming (CO₂, CH₄, etc)

Reading Comprehension Questions (some answers you will find in the charts)

1. What is a fossil fuel?

2. What percentage of energy comes from non-fossil fuel sources?

3. Which country uses the most electricity per person?

4. How many countries use more than 4,000 kWh per person?

5. Which countries use the least electricity per person?

6. What are some problems with fossil fuels? (at least two)

Discussion Questions

1. What do you think will be the best energy source to use in the future? Why?

2. Do you think a country can become rich without using lots of energy and fossil fuels? How?

Cloze 1 (2007 四川)

It's fourteen years since I left the Philippines to live with my family in the USA. A month ago, while on summer vacation back in my motherland, I learned a lesson from mosquito (蚊子) bites. Right before 1 Kennedy Airport in New York, my grandma 2 me of the behavior of the native mosquitoes around the 3 like me. She said, "There's an old saying—the 4 you stay away from the motherland, the sweeter your blood 5 to the mosquitoes." Not 6 it, I replied, "Grandma, that's just an old wives' tale!"

Well, less than a week 7 my arrival in Manila, I was already carpeted with a 8 of mosquito bites. I took many measures to keep myself from being 9, but they all proved useless.

Late one 10 in my cousin's home, I couldn't bear the 11 of the bites. Hoping to find some comfort, I 12 my cousin, who was sleeping peacefully in the bed next to mine. Unhappy for being 13 she said, "There is nothing you can do. Go back to sleep." With a few turns, she slept again. Enviously (妒嫉地) 14 her sleep, I hoped a big mosquito would 15 on her face. However, the mosquitoes would just lightly dance around her forehead and fly away quickly, never biting her. Amazed (惊奇的), I ran to others' 16, only to find they were all sleeping 17 as the same thing occurred again and again.

From those bites, I came to 18 my grandma's silly tale. From then on, I've always tried to keep a(n) 19 mind about those strange old wives' tales 20 they do have some truth to them.

1. A. leaving

B. passing

C. visiting

D. finding

2. A. persuaded

B. reminded

C. warned

D. informed

3. A. students

B. foreigners

C. passengers

D. visitors

4. A. earlier

B. longer

C. sooner

D. later

5. A. grows

B. goes

C. flows

D. remains

- | | | | |
|-----------------|------------------|----------------|---------------|
| 6. A. expecting | B. understanding | C. recognizing | D. believing |
| 7. A. after | B. before | C. when | D. as |
| 8. A. shade | B. pile | C. cloud | D. blanket |
| 9. A. touched | B. bitten | C. defeated | D. discovered |
| 10. A. morning | B. afternoon | C. evening | D. night |
| 11. A. noise | B. hit | C. pain | D. effect |
| 12. A. woke up | B. shouted at | C. looked for | D. dropped on |
| 13. A. blamed | B. interrupted | C. moved | D. frightened |
| 14. A. having | B. watching | C. making | D. helping |
| 15. A. land | B. fly | C. fall | D. wait |
| 16. A. houses | B. flats | C. rooms | D. homes |
| 17. A. joyfully | B. anxiously | C. soundlessly | D. worriedly |
| 18. A. tell | B. know | C. remember | D. accept |
| 19. A. open | B. active | C. clear | D. honest |
| 20. A. and | B. so | C. because | D. until |

Test Reading 1 (2009 全国 II)

GUATEMALA CITY(Reuters)—A fish that lives in mangrove swamps (红树沼泽) across the Americas can live out of water for months at a time, similar to how animals adapted (适应) to land millions of years ago, a new study shows.

The Mangrove Rivulus, a type of small killifish, lives in small pools of water in a certain type of empty nut or even old beer cans in the mangrove swamps of Belize, the United States and Brazil. When their living place dries up, they live on the land in logs (圆木), said Scott Taylor, a researcher at the Brevard Endangered Lands Program in Florida.

The fish, whose scientific name is Rivulus marmoratus, can grow as large as three inches. They group together in logs and breathe air through their skin until they can find water again.

The new scientific discovery came after a trip to Belize. "We kicked over a log and the fish just came crowding out," Taylor told Reuters in neighboring Guatemala by telephone. He said he will make his study on the fish known to the public in an American magazine early next year. In lab tests, Taylor said he found the fish can live up to 66 days out of water without eating.

Some other fish can live out of water for a short period of time. The walking catfish found in Southeast Asia can stay on land for hours at a time, while lungfish found in Australia, Africa and South America can live out of water, but only in an inactive state. But no other known fish can be out of water as long as the Mangrove Rivulus and remain active, according to Patricia Wright, a biologist at Canada's University of Guelph.

Further studies of the fish may tell how animals changed over time. "These animals live in conditions similar to those that existed millions of years ago, when animals began making the transition (过渡) from water onto land," Wright said.

- The Mangrove Rivulus is a type of fish that _____.
 A. likes eating nuts
 B. prefers living in dry places
 C. is the longest living fish on earth
 D. can stay alive for two months out of water
- Who will write up a report on mangrove Rivulus?
 A. Patricia Wright.
 B. Researchers in Guatemala.
 C. Scientists from Belize.
 D. Scott Taylor.
- According to the text, lungfish can _____.
 A. breathe through its skin
 B. move freely on dry land
 C. remain alive out of water
 D. be as active on land as in water
- What can we say about the discovery of Mangrove Rivulus?
 A. It was made quite by accident.
 B. It was based on a lab test of sea life.
 C. It was supported by an American magazine.
 D. It was helped by Patricia Wright.

Test Reading 2 (2011 北京)

As the railroad and the highways shaped the American west in the past centuries, a new electrical generating (发电) and transmission (输送) system for the 21st century will leave a lasting mark on the West, for better or worse. Much of the real significance of railroads and highways is not in their direct physical effect on the scenery, but in the ways that they affect the surrounding community. The same is true of big solar plants and the power lines that will be laid down to move electricity around.

The 19th century saw land grant (政府拨地) offered to railroad companies to build the transcontinental railroads, leaving public land in between privately owned land. In much of the West, some of the railroad sections were developed while others remained underdeveloped, and in both cases the landownership has presented unique challenges to land management. With the competition of the interstate highway system, many of the small towns which sprang up as railway stops and developed well, have lost their lifeblood and died.

Big solar plants and their power lines will also have effects far beyond their direct footprint in the West. This is not an argument against building them. We need alternative energy badly, and to really take advantage of it we need to be able to move electricity around far more readily than we can now.

So trade-offs will have to be made. Some scenic spots will be sacrificed. Some species (物种) will be forced to move, or will be carefully moved to special accommodations. Deals will be struck to reduce the immediate effects.

The lasting effects of these trade-offs are another matter. The 21st century development of the American West as an ideal place for alternative energy is going to throw off a lot of power and money in the region. There are chances for that power and money to do a lot of good. But it is just likely that they will be spent wastefully and will leave new problems behind, just like the railroads and the highways.

The money set aside in negotiated trade-offs and the institutions that control it will shape the West far beyond the immediate footprint of power plants and transmission lines. So let's remember the effects of the railroads and the highways as we construct these new power plants in the West.

1. What was the problem caused by the construction of the railways?

- A. Small towns along the railways became abandoned.
- B. Some railroad stops remained underused.
- C. Land in the West was hard to manage.
- D. Land grants went into private hands.

2. What is the major concern in the development of alternative energy according to the last two paragraphs?

- A. The transmission of power.
- B. The use of money and power.
- C. The conservation of solar energy.
- D. The selection of an ideal place.

3. What is the author's attitude towards building solar plants ?

- A. Cautious
- B. Approving
- C. Doubtful
- D. Disapproving

4. Which is the best title for the passage ?

- A. How the Railways Have Affected the West
- B. How Solar Energy Could Reshape the West
- C. How the Effects of Power Plants Can Be Reduced
- D. How the Problems of the Highways Have Been Settled

Test Reading 3 (2011 广东)

In a world with limited land, water and other natural resources (资源), the harm from the traditional business model is on the rise. Actually, the past decades has seen more and more forests disappearing and globe becoming increasingly warm. People now realize that this

unhealthy situation must be changed, and that we must be able to develop in sustainable (可持续的) ways. That means growth with low carbon or development of sustainable products. In other words, we should keep the earth healthy while using its supply of natural resources.

Today, sustainable development is a proper trend in many countries. According to a recent study, the global market for low-carbon energy will become three times bigger over the next decades. China, for example, has set its mind on leading that market, hoping to seize chances in the new round of the global energy revolution. It is now trying hard to make full use of wind and solar energy, and is spending a huge amount of money making electric cars and high-speed trains. In addition, we are also seeing great growth in the global markets for sustainable products such as palm oil (棕榈油), which is produced without cutting down valuable rainforest. In recent years the markets for sustainable products have grown by more than 50%.

Governments can fully develop the potential of these new markets. First, they can set high targets for reducing carbon emissions (排放) and targets for saving and reusing energy. Besides, stronger arrangement of public resources like forests can also help to speed up the development. Finally, governments can avoid the public huge expenses that are taking us in the wrong direction, and redirecting some of those expenses can accelerate the change from traditional model to a sustainable one.

The major challenge of this century is to find ways to meet the needs of growing population within the limits of this single planet. That is no small task, but it offers abundant new chances for sustainable product industries.

1. The traditional business model is harmful because of all the following EXCEPT that ...

- A. it makes the world warmer
- B. it consumes natural resources
- C. it brings severe damage to forests
- D. it makes growth hard to continue

2. What can we infer from Paragraph 2?

- A. China lacks wind and solar energy.
- B. China is the leader of the low-carbon market.
- C. High-speed trains are a low-carbon development.
- D. Palm oil is made at the cost of valuable forests.

3. To fully develop the low-carbon markets, government can ____.

- A. cut public expenses
- B. forbid carbon emission
- C. develop public resources
- D. encourage energy conservation

4. We can learn from the last paragraph that businesses have many chances to ____.

- A. develop sustainable products
- B. explore new natural resources
- C. make full use of natural resources
- D. deal with the major challenge

5. What is the main purpose of the passage?

- A. To introduce a new business model.
- B. To compare two business models.
- C. To predict a change of the global market.
- D. To advocate sustainable development.

Test Reading 4 (2010 福建)

Businesses are witnessing a difficult time, which has in turn produced influence on consumers' desire to go green. However, shoppers are still laying stress on environmental concerns.

Two thirds of customers say that environmental considerations inform their purchases to the same degree as they did a year ago, while more than a quarter say that they are now even better aware of the environmental effect on what they buy.

This may help to influence how shops store goods on their shelves. And the companies should still make efforts to become more environmentally friendly. Two out of three people think it is important to buy from environmentally responsible companies, with about one in seven saying that they had even decided to take their custom elsewhere if they felt a company's environmental reputation was not good enough.

Harry Morrison, chief executive (主管) of the Carbon Trust, sympathizes: "I understand

this situation where survival is very important now. But from environmental considerations, the clock is ticking—we don't have much time. In addition, cutting carbon has an immediate effect as costs drop and a medium-term benefit for the brand."

Larger companies have an extra motivation to look at reducing their carbon footprint, as new rules next year will require businesses to buy carbon allowances to make up for their emissions (排放). Those that have taken early action will have a head start. More than two thirds of consumers are not clear about which companies are environmentally responsible. This suggests that firms that are able to relay clearly their message to the public will be in a pole position to attract shoppers.

The Carbon Trust believes that it can help by informing customers about the good work companies are doing. "When companies are granted (授予) the standard, they can use a logo (标识) in all their marketing which makes it clear that they are working towards cutting emissions," Mr. Morrison said.

1. What's the main idea of the passage?

- A. Businesses are finding ways to send their message to the shoppers.
- B. Companies will soon get information about cutting carbon emissions.
- C. Firms are making efforts to encourage customers to keep goods at home.
- D. Firms are urged to cut carbon emissions by shoppers' environmental awareness.

2. The underlined word "inform" in Paragraph 2 probably means ____.

- A. affect
- B. change
- C. disturb
- D. reject

3. According to Harry Morrison, businesses...

- A. will benefit from cutting carbon emissions
- B. should buy carbon allowances for shoppers
- C. are required to make up for their carbon emissions
- D. have encouraged shoppers to take their custom elsewhere

4. We can learn from the passage that businesses will ____.

- A. have a strong desire to reduce costs
- B. use the same logo in their marketing
- C. gain advantages by taking early action
- D. attract more shoppers by storing goods

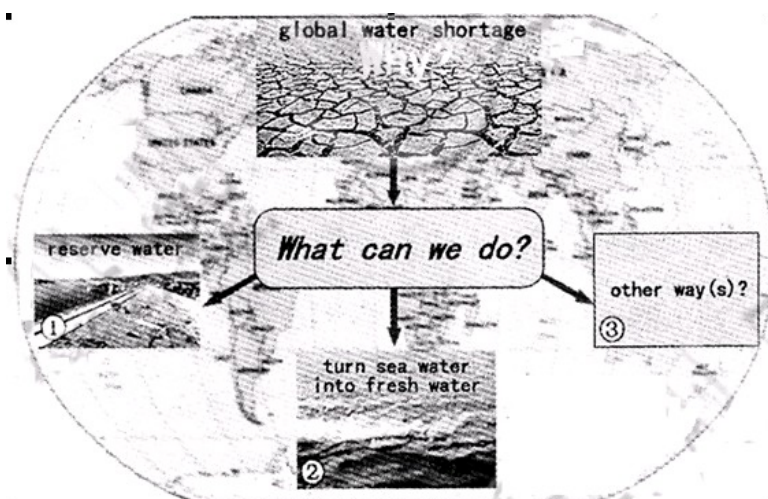
Test Writing 1 (2010 福建)

假设你是李华，福建省某中学高中学生，今年暑假将前往澳大利亚参加主题为“WATER FOR LIFE”的交流活动。请你以参访代表的身份，根据以下图片提示，用英语写一篇发言稿。

注意

- 1. 根据图片的内容适当展开，以使行文连贯；
- 2. 开头与结尾已写好，不计入总词数；
- 3. 文中不能出现考生的具体信息；
- 4. 词数：120 左右

参考词汇：短缺 shortage, 资源 resource



Ladies and gentlemen,

Good morning, I'm Li Hua from Fujian, China, It's my great honor to be here to say something about the global water shortage and ways of dealing with it. _____

That's all. Thank you.

Vocabulary 3: Environmental Problems and Solutions

What are some environmental problems China faces today? Make a short list.



Match the words below to their meanings:

- | | |
|---------------------------------------|---|
| 1. Overpopulation (n) | ___ a species is killed off or disappears |
| 2. Pollution (n) | ___ not common; don't see very much |
| 3. Global warming, climate change (n) | ___ careful use and management of resources |
| 4. Carbon (n) | ___ oil falls into water; animals die |
| 5. Desertification (n) | ___ the panda is an example of one |
| 6. Natural resources (n) | ___ break something completely so it will never be good again |
| 7. Overconsumption (n) | ___ the basic element of life |
| 8. Deforestation (n) | ___ different, other; something you choose (instead of another thing) |
| 9. Overfishing (n) | ___ use something badly/too much; trash |
| 10. Oil spills (n) | ___ use something again |
| 11. Endangered species (n) | ___ (throwing) trash on the ground |
| 12. Extinction (n), extinct (adj) | ___ never used up, renews itself |
| 13. Rare (adj) | ___ the world is becoming warmer |
| 14. Common (adj) | ___ something you see/do often |
| 15. Destroy (v) | ___ taking too many fish; marine ecosystems collapse |
| 16. Waste (v, n) | ___ things in nature that we use (oil, coal) |
| 17. Litter (v, n) | ___ too many people |
| 18. Alternative (adj) | ___ keep something or someone safe |
| 19. Renewable (adj) | ___ using too many resources |
| 20. Conserve (v), conservation (n) | ___ grasslands become desert |
| 21. Protect (v), protection (n) | ___ cutting down forests |
| 22. Recycle (v) | ___ can't breathe the air or drink the water |

What are the worst environmental problems in your hometown? Write five sentences and draw a picture of what your hometown would look like in 30 years if the problems weren't solved.



Reading: Population and Consumption



There are many environmental problems in the world today, from pollution to oil spills to desertification. But one could argue that all environmental problems have the same basic cause: the overpopulation of the world and our consequent overconsumption of natural resources.

In 1927 the population of the world was two billion. But by 2012, the world's population had grown to seven billion – an increase of five billion people in just 85 years! And scientists predict that by 2050, world population will have reached 8 to 10 billion! For the past century, the human population has been growing faster than ever before. However, while this population growth has been putting severe pressure on earth's ecosystems, Earth could support such a large population if all humans lived simple, low-energy lives. Instead, we have been consuming great amounts of natural resources such as coal, oil, wood and water. Consequently, it is population and overconsumption that is causing all of our current environmental problems.

Some of these problems, such as overfishing and deforestation, are obviously caused by overconsumption – we have been eating too many fish and using too many trees. Litter is also a consequence of population and consumption – when many people have been throwing trash everywhere, the environment is filled with waste.

Similarly, humans have been destroying many ecosystems and causing many species to become endangered (such as the panda) or even extinct. Species that were once common – such as the wolf in western North America – have become extremely rare.

Our energy consumption has also been causing many problems. When we burn coal, oil or other fuels, we release carbon into the atmosphere, causing global warming. Oil for our cars, motorcycles and homes must be shipped across the world – and a single shipping accident can cause a massive oil spill that destroys entire marine ecosystems.

In short, we have been multiplying (成倍增加 ལྷན་འགྱུར་གྱིས་འཕེལ་བ།) too fast and we have been using too much of nature's resources. How, then can we fix these problems that threaten to destroy our earth?

Many people have been arguing for years that because people in developed (发达 འཕེལ་བ།) nations use so many resources, they should be forced to change their lifestyles (生活方式 འཚོ་བ་རིམ་ལྔ་སྒྲུབ་སྒྲུབ་པ།) so they use fewer resources. These people argue that it's selfish for people in developed nations to use so much while people in developing (发展中 འཕེལ་བ་ཁྱེད་ཀྱི་) nations have so little. People in developed nations, however, argue that they shouldn't have to change their lifestyles to conserve



resources and protect the environment. These people say that they can use fewer resources by using renewable energy such as wind and solar (太阳能 ཉི་མའི་རྒྱས་པ), as well as by recycling and reducing waste.

But as environmental problems become worse and worse, we may have to do everything above. For though we have alternative kinds of energy to use, we have no alternative environment. If we don't solve these environmental problems, the earth – and, consequently, us – will face a difficult future.



Reading Comprehension Questions

1. What does the author think is the cause of most modern environmental problems?
 - a. pollution and oil spills
 - b. desertification and other water problems
 - c. overpopulation and consumption
 - d. recycling and reducing waste
2. Over the past 100 years, the earth's population has been _____.
 - a. quickly increasing
 - b. slowly increasing
 - c. quickly decreasing
 - d. slowly decreasing
3. How could the earth support its current population sustainably (可持续的 རྒྱུ་མཐུན་ཏེ)?

-
4. Why can't earth support seven billion people?
 - a. pollution
 - b. environmental problems
 - c. people use too many resources
 - d. people use too few resources
 5. Describe three environmental problems the author says are caused by overpopulation and overconsumption (3 or more sentences)

-
6. What do many say people in developed nations should do to reduce resource use?
 - a. become poorer
 - b. become richer
 - c. change their lives so they use more
 - d. change their lives so they use less
 7. Do people in developed nations agree? Why or why not?

-
8. What does the author think must be done?

-
9. What is the author's argument in this essay?
 - a. we can solve environmental problems with technology and new energy sources
 - b. we can solve environmental problems without people changing their behavior
 - c. we can't solve environmental problems without people changing their behavior
 - d. we won't be able to solve environmental problems in the future
 10. Do you agree with the author's argument? Why or why not? (2-3 sentences)
-
-

Grammar: Future perfect continuous

To review, the future perfect is used to describe things that have finished before a certain time in the future

- By tomorrow morning, I will have finished my homework.

The future perfect continuous is similar, but describes something that isn't finished (still continuing) at a time in the future:

- By next January, they will have been dating for five years!
- By May, you will have been studying English in ETP for three years.
- By the time he finishes that thangka, he will have been painting for ten months.

We use the future perfect continuous to describe something that will be continuing to happen at a certain time in the future. Like the future perfect, it is often used with **when/by the time + simple present**.

将来完成进行时表示在将来某个特定时间之前开始的事件，特定时间的时候还正在进行。平常是跟 **when/by the time + simple present** 用的。དུས་རྒྱུན་when/by the time + simple present དང་ལྷན་དུ་བཀོལ།

Future perfect continuous = will have been + V-ing

- _____ (eat)

Remember – in future sentences only the main verb is in a future tense! It's very common when using the future perfect or future perfect continuous to see the simple present in the same sentence after "when" or "by the time"

[when/by the time + simple present], [future perfect/future perfect continuous]

- When she reaches Lhasa, she will have been traveling for three months!
- They will have been dating for ten years by the time they marry next year.
- When you graduate this May, you will have been studying English for three years.

Exercise 1: Complete the conversations by following the model below (speaking)

A: Have you been doing your homework for long?

B: Yes – I've been doing my homework for several hours already.

A: Will you still be doing your homework at 6:00 tonight?

B: Yes, I will. By 6:00, I will have been doing my homework for ten hours!



1. Tashi, climb the mountain, several hours, at 5:00 this afternoon, fourteen hours



2. Alex, work in the office, a long time, at 4:00 pm, ten hours



3. Tony and Luke, live in Rebong, one year, in 2014, four years



6. Lindsay, herd the yaks on the mountain, three days, on Wednesday, five days



4. You, dating your girlfriend, two years, next year, three years



7. You and your parents, work in the fields, ten hours, at sunset, fifteen hours



5. Samantha, meeting with the headmaster, one hour, at 4:00 this afternoon, three hours



8. Lobsang, perform, five years, in 2020, a really long time!

Exercise 2: Complete the sentences using the simple future, future continuous, or future perfect continuous.

1. I think it _____ (rain) tomorrow.
2. Look at those clouds! I'm sure it _____ (rain) at 5:00.
3. It started to rain at 4:00. By 6:00, it _____ (rain) for two hours.
4. By this summer, she _____ (work) on the project for nearly three years. Hopefully she _____ (finish) it soon.
5. As global warming changes weather patterns and creates droughts and famines, I think that people in many countries _____ (soon/fight) for resources.
6. Don't call me tomorrow afternoon; I _____ (celebrate) the holiday.
7. I _____ (work) all day tomorrow, so I _____ (not go) to the monastery with you.
8. She _____ (travel) to Lhasa this summer.
9. She left from Guangzhou yesterday. By the time she gets off the train in Lhasa, she _____ (travel) for several days.
10. How long _____ (you/stay) in Xining? I hope you _____ (come back) to Rebong soon!

Exercise 3: Complete the sentences using any future tense (simple, continuous, perfect, perfect continuous) or the simple present

1. By next July, you _____ (study) English at ETP for three years.
2. By 2020, Xining _____ (become) a big city.
3. I _____ (eat) chicken for dinner tonight.
4. Lobsang _____ (sing) in the hall tomorrow evening.
5. By the time you _____ (arrive) home tonight, I _____ (already eat) dinner.

6. By next April, that town _____ (recover) from the earthquake for two years.
7. We _____ (visit) our grandparents this afternoon, so we _____ (not come) to the meeting at 4:00.
8. By the end of class tonight, you _____ (sit) in class for nearly nine hours!
9. I _____ (wait) for you at the airport when your bus _____ (arrive).
10. If it rains tomorrow, it _____ (rain) non-stop for eight days!
11. If it rains tomorrow, we _____ (not have) the picnic in Dobden. Instead, we _____ (put it off) until next week.
12. By the time she _____ (graduate) next year, Emma _____ (learn) Japanese for five years.

Phrasal Verbs 6: Separable

Verb	Meaning	Example
Blow up	1. To explode 2. To become important	The bomb blew up outside my house. The argument between Tashi and his girlfriend blew up last night.
Bring about	To cause, make something happen	The argument was brought about by a disagreement about where they wanted to go for dinner.
Bring together	To bring different ideas, things, people or influences together; to combine	His writing brought together African and European ideas. The party brought together many different people.
Carry out	To make something happen, to implement (a plan)	The government carried out their tree-planting program in the Rebgong valley.
Cover up	1. To cover something 2. To hide something (information, secrets, etc)	Please cover up the noodles or they will get cold. The US government tried to cover up the scandal (丑闻 གཏུམ་ངན) but it still got out.
Do over	Redo something	Your homework was not good – please do it over.
Give out	To give something (to someone), to hand out	The teacher gave the papers out. I don't usually give out my telephone number to strangers.
Pass out	To hand out (papers, etc. to a class or group)	The teacher passed out the test papers.
Put aside	To stop using something; to put it	My father asked me to help him build some shelves, so I put my book aside

	somewhere to use later	for the moment and went to help him.
Put down	1. To be mean to someone; to insult someone 2. to put something on the ground	Don't be upset by what John said to you – he's just a rude guy; he's always putting people down. That computer's not yours – can you please put it down?
Put up	1. To put something somewhere above the ground (jacket, clothes) 2. Build, construct 3. To host someone	The company put up signs along the highway. This building was put up in 1920. I put up my aunt and uncle for a week last month.
Set up	To found or create, to organize, to build	The American government was set up by people in the 1700's. My teacher set up a visit to the universities in Xining. How do you set up this computer program?
Show off (often used with reflexive pronouns (yourself, etc.))	To display yourself, to try to make people see or notice you	You're good at basketball, but you shouldn't show your skills off just to impress the girls – it's not cool!
Talk into	To persuade or convince someone to do something	At first, I didn't want to go to Qinghai Lake in the winter, but Ben talked me into it.
Think up	To think of something (an idea, plan)	Whoever thought up the idea of the internet was really smart!
Try out	To try something	How do you know you don't like eating frog until you try it out?

Exercise 1: Complete the sentences with prepositions and pronouns

- Today, we had a great trip to the farm. Our teacher set _____.
- Several tall buildings are being built in Rebong, but I don't know who put _____ - or who will live in them.
- The teacher has some worksheets for the class, and will pass _____ soon.
- That toilet smells terrible! We should cover _____!
- The book was on the floor, so I put _____ on the shelf.
- My dog ate my homework, so I had to do _____.
- I know Alex is good at basketball, but I hate it when he shows _____.
- The economic problems were so severe that the government couldn't cover _____.
- I didn't want to eat the turtle soup, but my friend talked _____ doing it.
- You've never played Frisbee? You should try _____ sometime!
- If you put a potato in a microwave (微波炉 微波炉), you can blow _____!
- The Huangnan government has a new policy of soil conservation, and they are now carrying _____.
- That was a terrible idea! Who thought _____?

14. You won't need those books today – you can put _____ on your desks.
15. This is a difficult situation for everyone! And Tashi brought _____ by arguing with the headmaster.
16. Those two are so different that I don't know how they can be in a relationship. How did you bring _____?
17. The company bought small gifts for all of their employees, but forgot to give _____.
18. I need some help. I know you're reading a book, but can you put _____ for a few minutes?
19. Sometimes, our problems are small but we blow _____ to be more important than they really are.
20. I felt very sad after Tashi put _____.
21. Although I was busy and didn't have time to see my grandparents, I agreed to put _____ at my apartment while they visited Xining.

Exercise 2: Speaking - work in groups of two.

Speaker A: read the sentence with your book open.

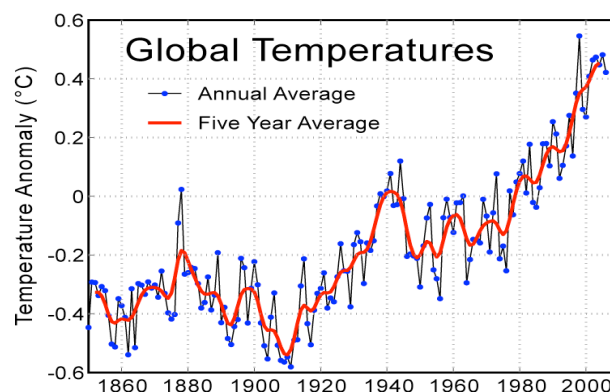
Speaker B: finish Speaker A's sentence with your book closed.

1. I have some papers here. Tashi, can you give _____?
2. The war started last year, but nobody knew what brought _____.
3. His painting included both Asian and South American influences, and he uniquely brought _____.
4. Those advertisements are great! Do you know who put _____?
5. That's a nice jacket. You should put _____.
6. The organization does good work and gives lots of money for projects in Qinghai. Tsering was the person who set _____.
7. That was an awful experience! I can't believe I let you talk _____ it.
8. My American friends were visiting Rebgong, so I asked Tashi if he could put _____.
9. This hospital looks new. Do you know when the government put _____?
10. You are good at singing, but you shouldn't show _____.
11. This is a good idea. When did you think _____?
12. That's a beautiful old building – why are they going to blow _____?
13. People are so mean to Josh – why are we always putting _____?
14. The government has a new program to build high-speed railways, but nobody is sure when they will carry _____.
15. I brought some brownies for the class! Can you help me pass _____?
16. Tashi is very sensitive. You shouldn't put _____.

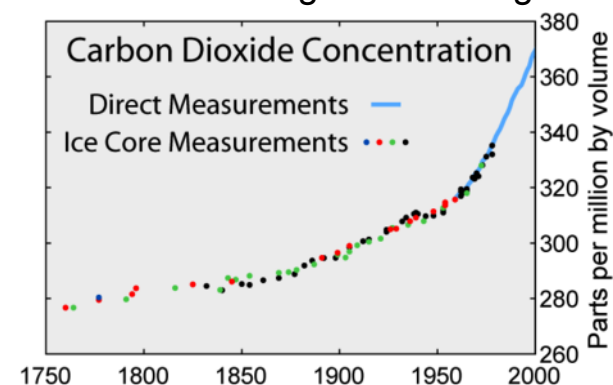
Special Topic: Global Warming

The world's weather is changing. For the past fifty years or so, scientists who measure the earth's climate have been observing increasing temperatures all over the world. This has become known as global warming or climate change. The graph shows annual temperature of the world since 1850, which have risen nearly 1 degree celsius [1°C].

While for many years scientists weren't sure why this was happening, they now agree that global warming is caused by increasing concentrations of greenhouse gases or GHG's (such as CO₂ and CH₄) in the earth's atmosphere. These gases exist naturally in the atmosphere. They keep the earth warm by absorbing heat from the sun and keeping the heat close to earth. Without these gases, the earth would be 33 degrees Celsius colder than it is today!



But today, because humans have been burning fossil fuels like coal and oil, more and more greenhouse gases are being emitted into the atmosphere. As a



result, the atmosphere has been absorbing more heat from the sun, and the earth has been getting warmer. Scientists are now very worried because the amount of carbon dioxide (CO₂) in the atmosphere has never before been above 300 parts per million. Now, it is nearly at 380 parts per million.

What will be the effects of global warming? Nine of the ten warmest years ever occurred in the past twenty years, precipitation patterns are changing, and there are more extreme weather events than ever before. Scientists predict that sea level will rise up to one meter within the next century, and other experts say that the changing climate will cause widespread famine, social problems, and possibly wars.

Should we stop global warming or should we simply adapt to it? This is a debate which has been growing increasingly important in recent years – and one which may greatly influence the future of humanity and of our earth.

graph (n) a picture that uses lines/curves/points to show information about numbers

concentration (n) the amount of something somewhere

atmosphere (n) air

emit (v), emissions (n) to send out something (gas, oil, pollution, etc)

precipitation (n) rain, snow, hail falling from the atmosphere

event (n) a thing that happens (party, test, etc.)

famine (n) when many people starve to death

adapt (v) to change in response to something

Reading Comprehension Questions

1. What is global warming? _____.

2. What causes global warming? _____.

3. What are some of the effects of global warming? _____.

_____.

_____.

4. What can be done to stop or slow global warming? (2 sentences)

5. In your opinion, how should we react (反应, 回返 བན་རྒྱས་ཐོན་པ་) to global warming? Should we try to adapt or try to stop it? Why and how? (2-3 sentences)

6. Can you see the effects of global warming in your hometown? How? (3 sentences)

Debate

You are at an international conference about global warming. How should the world try to fix this problem? The teacher will divide you into groups: representatives (代表 ཚན་གྱིད་པ།) of developed nations, representatives of developing nations, and people who don't believe global warming is important.

Cloze 1 (2010 湖南)

Behind our house is the start of a fascinating trail (小径). This trail is one of the old roads that wind through untold miles of forest. My 1, Beans, and I walk the trail frequently. Normally, Beans sniffs alongside the trail to follow the smell of a deer track or 2 some cause known only to him.

Beans is a white dog, quite handsome and very 3. He not only understands what we tell him, but also often makes sounds as if he were trying to 4 back.

One morning, we took a different route, which led us to an unfamiliar trail. I was sure this trail would eventually lead us to our familiar 5. But, no. We seemed to be far off course. After two hours, I suddenly realized that Beans probably 6 the way home. So I urged, "Beans, take me home." He ran down a new trail. But it merely led to an intersection (岔道口) of trails.

Soon it became 7 that we were getting nowhere. I began to picture the rest of the day in the 8, without food or drink. We had walked about ten miles. But Beans seemed totally 9. The sniffing and exploring was going well for him.

Finally, we 10 a crossroad near a highway. Lady Luck suggested I should turn left. We did and 11 reached a cottage beside a field. I knocked on the door and explained my situation to an old man. He laughed and then drove us home.

Since our adventure, I 12 that Beans probably knew all along how to get home. He was just having too much fun exploring new trails.

- | | | | |
|-------------------|----------------|----------------|------------------|
| 1. A. deer | B. dog | C. lady | D. man |
| 2. A. imagine | B. consider | C. explore | D. present |
| 3. A. smart | B. sweet | C. slow | D. shy |
| 4. A. turn | B. kick | C. jump | D. speak |
| 5. A. driveway | B. path | C. crossroad | D. highway |
| 6. A. knew | B. saw | C. showed | D. made |
| 7. A. mysterious | B. ridiculous | C. fascinating | D. apparent |
| 8. A. house | B. forest | C. field | D. cottage |
| 9. A. unconcerned | B. unconscious | C. undecided | D. uncomfortable |

- | | | | |
|-------------------|---------------|--------------|-----------------|
| 10. A. left for | B. went off | C. came to | D. drove toward |
| 11. A. punctually | B. frequently | C. formally | D. shortly |
| 12. A. regretted | B. remembered | C. concluded | D. confirmed |

Cloze 2 (2007 全国 II)

We arrived in Spain for the first time a few weeks ago. I decided to 1 a car because we had sold the one we had in England before 2 home. Yesterday the sales office rang us to say the car was 3. I had tried out a model like it before, but as I was not yet 4 driving in this city, my wife did not want me to collect it 5 so we went together to 6 it. We paid for the car and 7 the papers. They told us that there was 8 petrol (汽油) to take us to a garage, where we could fill up. The 9 garage to the office was about 100 yards away and we got there 10. But when I turned into main road I suddenly saw a lot of cars racing 11 me. I got out of 12 as fast as I could by backing into the garage 13 and the man behind 14 me.

"It's such a problem to 15 to drive on the right side, isn't it?" my wife said. "Yes, if only I had had a few lessons for 16." I replied. "You had better go 17 on the way home," my wife said. "You'd be sorry if you had 18 on the first day, wouldn't you?" While we were talking, the man behind got out of his car and said in good English, "Would you mind telling me 19 you are thinking of leaving? 20 are you going to sit in your car all day?"

- | | | | |
|-------------------|-------------------|------------------|-----------------|
| 1. A. borrow | B. drive | C. buy | D. choose |
| 2. A. leaving | B. making | C. returning | D. getting |
| 3. A. right | B. ready | C. fixed | D. sold |
| 4. A. sure of | B. satisfied with | C. interested in | D. used to |
| 5. A. on my own | B. right away | C. in a hurry | D. on the way |
| 6. A. receive | B. bring | C. order | D. fetch |
| 7. A. accepted | B. wrote | C. signed | D. copied |
| 8. A. little | B. enough | C. much | D. no |
| 9. A. best | B. nearest | C. quickest | D. cleanest |
| 10. A. lately | B. directly | C. safely | D. slowly |
| 11. A. after | B. with | C. around | D. towards |
| 12. A. their way | B. the garage | C. their sight | D. the car |
| 13. A. at last | B. once more | C. as usual | D. as well |
| 14. A. caught | B. cheered | C. shouted at | D. chatted with |
| 15. A. prepare | B. continue | C. choose | D. remember |
| 16. A. discussion | B. adventure | C. experiment | D. practice |
| 17. A. carefully | B. smoothly | C. quickly | D. differently |
| 18. A. an error | B. a problem | C. an accident | D. a headache |
| 19. A. when | B. why | C. how | D. what |
| 20. A. For | B. Or | C. But | D. So |

Test Reading 1 (2011 石家庄一模)

In a research on the effect of the transport sector (运输领域) on climate, it proves that road traffic contributes the most to global warming. The aviation (航天) sector has the second largest warming effect while shipping has a cooling effect on the Earth's Climate.

The study concludes that since pre-industrial times, 15% of CO₂ emissions (排放量) made by humans have come from the transport sector. The study implies that more attention needs to be paid to the fast growing road sector. Looking only at CO₂ emissions, road traffic alone has led to two-thirds of the warming caused by total transport emissions. The reason why road transport tops the list is mainly due to the large number of vehicles on the roads and the smaller

cooling effect from their emissions. The researchers said that the road emissions of today will make up three quarters of the warming caused by transport over the next hundred years.

Following road transport, aviation is the second largest transport contributor to global warming. However, the historical contribution from aviation emissions to global warming is more than doubled the contribution from road emissions. In fact, over the next 100 years, today's road emissions will have a climate effect that is four times higher than the climate effect from today's aviation emissions.

For shipping, the picture is more complicated. Until now, shipping has had a cooling effect on climate. This is because shipping produces a large amount of SO₂, which has a cooling effect. However, although the gas, until now, has given the shipping industry a cooling effect, this effect will disappear after a while, as the gas doesn't last long in the atmosphere. The long-lived CO₂, will dominate (占优势), giving shipping a warming effect in the long run.

In general, the transport sector's contribution to global warming will be continuously high in the future.

1. What can we learn about road traffic?

- A. It has the second largest warming effect on climate.
- B. It produces 15% of all CO₂ into the air every year.
- C. It created more CO₂ emissions than aviation in history.
- D. Its CO₂ emissions will probably increase in future.

2. Shipping has a cooling effect because...

- A. shipping conditions have been improved
- B. the amount of ships at sea is small
- C. it produces a gas which has a cooling effect
- D. the gas it produces can absorb CO₂

3. The underlined phrase in paragraph 4 probably means "_____".

- A. after a long time
- B. in a tiring race
- C. all the time
- D. during a long voyage

4. The passage mainly talks about ____.

- A. the effect of CO₂ on global climate
- B. the effect from traffic on global warming
- C. how to choose a green way to travel
- D. why transport produces so much CO₂

Test Reading 2 (2010 湖北襄樊调研)

Kiribati covers a massive 3.5 million square kilometers stretch of the Pacific Ocean, but in population terms it is one of the smallest countries in the world, with only 100,000 people. More than half of them live in the capital Tarawa—strip of coral which measures just 450 meters at its widest point. As well as being narrow, Kiribati is extremely low lying, which makes it one of the most easily influenced countries in the world when it comes to climate change.

"We are counting the days rather than the decades...We don't have the time that we thought we had previously," Kiribati President Anote Tong said.

Pelenise Alofa returned to Kiribati six years ago. The changes she saw led to her becoming one of the islands principal climate change campaigners. "Things began to change when I came here. I realized the king tides were big, and I told them 'have you heard of climate change, have you heard of global warming, this is part of it, you're in it,'" Ms Alofa told SBS.

Linda Uan and her New Zealand born husband John have been documenting the changing climate in Kiribati for nearly 20 years. They didn't have to travel far to film the effects of a storm three years ago when for the first time it washed through their home. "There's been a lot of changes," Linda said, "When we were little there was a definite dry season and a definite wet season, now you can't feel the difference anymore."

Kiribati is not just facing one knock-out punch but a whole round of killer blows. Because of its sensibility to the El Nino and La Nina weather patterns, climate scientists say droughts and floods will be more severe than in the past. Warmer seas could affect the migration patterns of fish, taking away vast taxes it gains from selling fishing licenses to foreign trawlers, while increased

storms are expected to destroy crops and make the limited supply of water in the shallow water pools undrinkable.

It's a claim the country will take to Copenhagen as it seeks to get the world's big emitters (排放者) to face up to the consequences of their actions. "It's a whole world issue," President Tong said. "It's a moral issue...it's almost criminal."

1. According to the passage, we can infer that _____.
 - A. Kiribati covers a land area of 3,500,000 km²
 - B. The country's average altitude is 450 meters in Kiribati
 - C. Kiribati is one of the countries facing the climate change calmly
 - D. Over fifty thousand people live in Tarawa
2. President Anote's words are quoted in order to show _____.
 - A. the high pressure from time
 - B. the importance of measuring time
 - C. the different timing units
 - D. the personal attitude towards time
3. Which of the following statements does Ms Alofa probably agree with?
 - A. The tides hitting Kiribati used to be bigger than they are now.
 - B. Most people in the world have never heard of global warming.
 - C. Nobody can keep away from the effects caused by climate changes.
 - D. Changes in this country will make you a climate change campaigner.
4. Climate changes have brought about the consequences EXCEPT _____.
 - A. severe droughts and floods
 - B. abundant fresh water
 - C. fiercer storm and tide
 - D. changed living patterns of fish

Test Reading 3 (2010 山东)

Ask someone what they have done to help the environment recently and they will almost certainly mention recycling. Recycling in the home is very important of course. However, being forced to recycle often means we already have more material than we need. We are dealing with the results of that over-consumption in the greenest way possible, but it would be far better if we did not need to bring so much material home in the first place.

The total amount of packaging increased by 12% between 1999 and 2005. It now makes up a third of a typical household's waste in the UK. In many supermarkets nowadays food items are packaged twice with plastic and cardboard.

Too much packaging is doing serious damage to the environment. The UK, for example, is running out of it for burying this unnecessary waste. If such packaging is burnt, it gives off greenhouse gases which go on to cause the greenhouse effect. Recycling helps, but the process itself uses energy. The solution is not to produce such items in the first place. Food waste is a serious problem, too. Too many supermarkets encourage customers to buy more than they need. However, few of them are coming round to the idea that this over-consumption cannot continue, encouraging customers to reuse their plastic bags, for example.

But this is not just about supermarkets. It is about all of us. We have learned to associate packaging with quality. We have learned to think that something unpackaged is of poor quality. This is especially true of food. But it also applies to a wide range of consumer products, which often have far more packaging than necessary.

There are signs of hope. As more of us recycle, we are beginning to realize just how much unnecessary materials are collecting. We need to face the wastefulness of our consumer culture, but we have a mountain to climb.

1. What does the underlined phrase "this over-consumption" refer to?
 - A. Using too much packaging.
 - B. Recycling too many wastes.
 - C. Making more products than necessary.
 - D. Having more material than is needed.
2. The author uses figures in Paragraph 2 to show _____.
 - A. the tendency of cutting household waste
 - B. the increase of packaging recycling

- C. the rapid growth of supermarkets
 3. According to the text, recycling _____.
 A. helps control the greenhouse effect
 C. is the solution to gas shortage
 4. What can be inferred from Paragraph 4?
 A. Unpackaged products are of bad quality.
 C. It is improper to judge quality by packaging.
 5. What can we learn from the last paragraph?
 A. Fighting wastefulness is difficult.
 C. People like collecting recyclable wastes.
- D. the fact of packaging overuse
 B. means burning packaging for energy
 D. leads to a waste of land
 B. Supermarkets care more about packaging.
 D. Other products are better packaged than food.
 B. Needless material is mostly recycled.
 D. The author is proud of their consumer culture.

Test Writing 1 (2011 江西)

假设你是星光中学的李华，将参加主题为“Let's Ride Bicycles”的英语演讲比赛。请撰写一份演讲稿，主要内容包括：

1. 目前汽车带来的空气污染和交通堵塞等问题；
2. 骑自行车的益处，如节能环保、有利健康等。

参考词汇：低碳生活 (low-carbon life)；节能 (energy saving)

注意：1. 词数：120 词左右；

2. 演讲稿开头和结尾已给出，请将其抄写在答题卡上且该部分不计入总词数。

Good morning, everyone,

I am Li Hua from Xingguang Middle School. The topic of my speech is “Let's Ride Bicycles”. _____

Thank you!

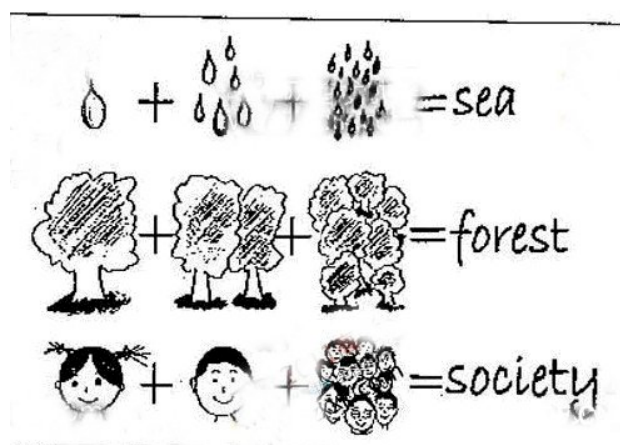
Test Writing 2 (2011 湖南)

假设你参加所在年级的英文写作比赛，请按如下要求完成一篇短文：

1. 简要描述下图内容，并点名主题；
2. 联系实际，表达该图带给你的启示

注意：1. 词数不少于 120 个；

2. 不能使用真实姓名和学校名称



Vocabulary 1: Society

What makes one society different from another?



What do you think is the most important aspect (方面
ཕྱགས་ལ) of society? Look at the words below for ideas.

1. Society (n), social (adj)	___ a very old custom, belief or story
2. Economy (n), economic (adj)	___ radio, TV, news, advertisements, etc.
3. Culture (n), cultural (adj)	___ a habit, something usual or traditional we do
4. Custom (n)	___ plans or actions carried out (实施 措施) by government
5. Tradition (n), traditional (adj)	___ about farming
6. Religion (n), religious (adj)	___ belief in gods/a system of belief
7. Philosophy (n)	___ to treat someone differently (usually badly) because they are not the same (race, religion, sex, class, etc.) as you
8. Government (n)	___ people living together, often with common traditions, laws, or cultures
9. Politics (n), political (adj)	___ change/growth/improvement over time
10. Law (n)	___ a society with its own culture and institutions
11. Policy (n)	___ most of (people, things), more than half
12. Minority (n)	___ a reason for something, a cause
13. Majority (n)	___ study of ideas about meaning of life, etc. / a theory or system of belief
14. Industry (n), industrial (adj)	___ system of trade, money, industry and business (n) / about money (adj)
15. Military (n)	___ what the government does using their power
16. Media (n)	___ a fighting force; army; soldiers
17. Agriculture (n), agricultural (adj)	___ a rule for everyone in a country/society
18. Civilization (n), civilized (adj)	___ less than half, few of (people, things)
19. Development (n), develop (v)	___ the people who control a country and make decisions and laws
20. Discrimination (adj), discriminate (v)	___ making goods in factories
21. Origin (n), originate (v), original (adj)	___ the beginning, source, start
22. Factor (n)	___ art, music, literature, ideas, beliefs and ways of behaving shared by a group of people

Reading: Indian Society



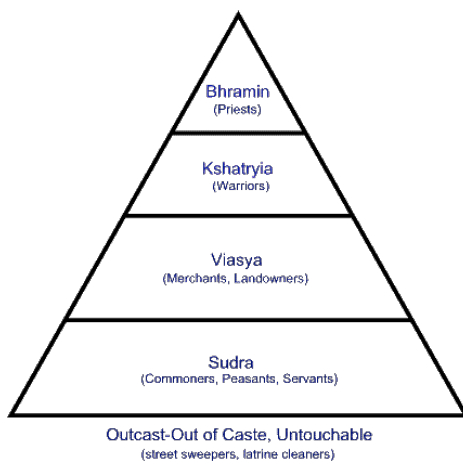
Indian society is unlike any other. A democracy (民主 དམངས་གཞི) which still has an ancient, strict system of social castes (种姓制度 རྩལ་རྒྱུད་ལམ་ལུགས་), India is quickly developing into a world power. The country's economy has been growing quickly for the past several decades, especially in fields of science and technology. Indian media, especially the film industry, is increasingly powerful and important worldwide. Yet in many ways the country's ancient cultures remain the same.

India is a place where the traditional meets the modern, where the lives of people in high-technology super-cities are still, in many ways, defined by ancient custom.

Indian civilization has a nearly 4,000 year history. Many important religions and philosophies originated in India, including Buddhism, Hinduism, Jainism and Sikhism. Today, religion remains an important part of Indian culture and modern life. However, the greatest religious divide in modern India is between the Hindu majority and the Muslim minority. These religious groups are often fighting political fights in government –



fights which sometimes get transformed into mass unrest (动荡 གཞོ་འགུལ་).



Indian society is also defined by its caste system. Since ancient times, Indian Hindus have been divided into five ranked classes (等级 རིམ་པ་ 阶层 རྩལ་རྒྱུད་): priests (神职人员 རྩལ་རྒྱུད་ལམ་ལུགས་), warriors, businesspeople, workmen, and the “untouchables” – outcasts (被遗弃的人 རྩལ་རྒྱུད་བཞེ་མི) of society who were ostracized (逐出 རྩལ་རྒྱུད་), spit on and generally treated terribly. This was not some small group of

people – untouchables make up (构成 བཞེ་མི་པ་) 15 to 20% of the country's population!

India has recently created many laws and policies to allow untouchables access (使用权 བཞེ་མི་པ་རྩལ་རྒྱུད་ལམ་ལུགས་) to education and jobs. However, the caste system remains today, and untouchables still face severe discrimination in Indian society. Nevertheless, untouchables can vote in India's democratic system – the world's largest.

India faces many problems, including overpopulation and pollution. While industry is booming (兴盛 རྩལ་རྒྱུད་), the majority of the



population still works in agriculture and remains extremely poor. There are many

factors, from religion to technology to the environment, that influence modern society in India: who knows what the 21st century will bring for this ancient, rising power?

Reading Comprehension Questions

- Which of the following things does the passage NOT say about India?
 - The economy is developing quickly
 - Hindus and Buddhists are constantly fighting
 - The government is a democracy
 - There is a strict system of social classes
- Which of the following is a majority in India?
 - Muslims
 - Untouchables
 - Farmers and herders
 - Warriors
- Untouchables are NOT _____.
 - Given opportunities through Indian law
 - Treated badly by much of the Indian population
 - Hindus
 - Muslims
- Throughout the reading, the author suggests that India is a mixture of _____.
 - Religion and philosophy
 - Modern and high-tech
 - Agriculture and economics
 - New and old
- What do you think about the Indian system of social castes? Can it fit with the country's democratic political system? (3 sentences or more)



Grammar: Mixed present and past verbs

Exercise 1: Complete the table below

Verb	Example (eat)	Sentence (choose a different verb)
Simple present	eat	I run to school every day.
Present continuous		
Simple past		
Past continuous		
Present perfect		
Past perfect		
Present perfect continuous		

Past perfect continuous		
-------------------------	--	--

Exercise 2: Complete the dialogues below following the model (speaking)

A: Have you talked to the boss yet today?

B: No I haven't. I have been feeling very tired recently, and I would rather sleep.

A: But the meeting has already started! You are missing it right now.

B: That's too bad, but I'd really rather sleep than go to the meeting.



1. exercise, tired, sleep, the exercise class



5. played in the snow, exhausted (累死了 ཐང་ཆད་པ་), relax, snowball fight



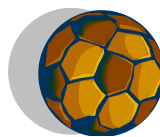
2. see the doctor, healthy, work, your doctor's appointment



6. go shopping, ill, go to the doctor, sale (折扣 གོང་བཅག་པ་)



3. do your homework, lazy, watch TV, class



7. watch TV, energetic, play soccer outside, TV show



4. see your children, angry at my children, go to the bar, their basketball game



8.

Exercise 3: Complete the sentence below using any present or past verb.

1. The doctor _____ (diagnose) his illness yesterday.

2. I _____ (be) to Beijing, but not to Xi'an.

3. Jason _____ (clean) the classroom for hours, but it still looks dirty.

4. I _____ (never see) an elephant before I _____ (go) to Thailand.

5. Brenda _____ (play) basketball right now, so she can't answer her phone.

6. Alex _____ (watch) TV when the electricity went out.

7. Sam and Lucy _____ (date) for nearly a year by the time they _____ (break up).

8. China _____ (develop) very fast over the past 30 years.

9. Tashi _____ (keep) his hometown's old traditions alive since he _____ (be) a young boy. But now he _____

_____ (grow) old, and recently he _____ (wonder) who will continue to follow the old traditions in the future.

Exercise 5: Complete the dialogues below following the model (speaking)

A: Why are you so late to dinner?

B: I had to stay late at the office because I hadn't finished my work from yesterday.

A: Do you know that before you came, your girlfriend had been waiting for you for nearly an hour?

B: I'm sorry – I hadn't wanted you to wait for me, but I couldn't arrive earlier.

1. the sports meeting, school, I / not / complete my homework, the teachers

2. the meeting, home, my children / not / go to school yet, your colleagues (同事们
ལས་ཁྲོགས་ཚོ)

3. our date, my apartment, I / not / clean the house for a long time, I

4. the wedding, the house, I / not / finish / getting dressed, the bride and groom

5. my party, school, I / not / clean the classroom properly, I

6. class, the bedroom, I / not / wash my clothes, the whole class

7. lunch, the classroom, students / not / finish asking questions, your wife

8. _____

Exercise 4: Circle the correct answers to complete the story below

Tara (is studying/has studied/has been studying) at Huangnan #2 Middle School for three years now, but she (graduating/will graduate/will have graduated) this year. By the time she (arrives/has arrived/arrived) here three years ago, she (has already studied/had already studied/already studied) English for four years at her middle school in Henan. But since coming to school, her English (improved/has improved/will improve) significantly.

Since coming to school, she (will date/is dating/has been dating) Tim, a boy from Zeku. She (is loving/loves/is loves) Tim very much, but she (wasn't knew/doesn't know/didn't know) what will happen when they graduate this year. She says that before meeting Tim, she (has never truly loved/will never truly love/had never truly loved) any boy.

Before coming to school in Rebong, Tara (has studied/was studied/had studied) at the Henan Nationalities School. But one day, some people (have come/were come/came) to her school and (choose/chose/have chosen) her for a scholarship to study English. Before that time, she (hasn't thought/hadn't thought/

wasn't thought) about studying English. But now, English (became/will become/has become) one of her favorite subjects.

Tara (works/worked/is working) very hard right now, because the college entrance test (is/is being/has been) this year. But she (thought/will think/thinks) she will do well on the test. She (hoped/hopes/has hoped) to go to a good university and continue studying English with her classmates.

Exercise 6: Complete the story below using any present or past verb

What is the most powerful force in American society? Is it the government, which for more than 200 years _____
_____ (write) the policies which shape the lives of Americans? Is it the media, which _____
(create) a culture of consumers and advertising? Is it the corporations (公司), which _____
(always control) the country's economy? Is it the nation's philosophy, which _____ (unite, 团结 མཐུན་
སྦྲེལ) people from many backgrounds into one society? Or is it religion, which at different times _____
(bring) the country together and _____ (tear) the country apart?



I _____ (think) that the most powerful force in modern American society _____ (be) the corporations. These companies _____ (control) American politics for a long time, but now they _____ (control) the government like never before. Companies _____ (pay) lawyers to fight for the policies they want, and also _____ (give) money to help elect (选举 འདེམས་བསྐྱོད་ 推选) politicians. Many people _____ (believe) that the American economic-political systems are increasingly corrupt (腐败 རྒྱལ་སྤྱི་ཁོར་མཐོང་).

When the founders of the United States _____ (design) the country's political system, they likely _____ (not think) about this problem. Before the mid-1800's, most Americans _____ (work) in agriculture. But as industry _____ (grow) during the late 1800's, large corporations _____ (begin) to form. Now, these corporations _____ (become) an incredibly powerful force in American society – a force which _____ (not always listen) to the American people or government.

Phrasal Verbs 7: Three word

Some phrasal verbs are three-word verbs. These include one verb and two prepositions. Most three-word phrasal verbs are inseparable, but there are a few exceptions.

Verb	Meaning	Example
Come up with	To find or create something (an idea, an invention)	Whoever came up with the idea for the internet was very smart!
Drop in (on)	Visit without calling first or without an invitation	I dropped in on Tashi yesterday – he was very surprised to see me.
Drop out (of)	To leave (school, university)	Did you know that Tsering dropped out of school this year?
Fool around (with)	To have fun (and waste time)	I like to fool around with friends when I have free time.
Get along (with)	To have a good relationship with	Do you get along with Lucy?
Get back (from)	To return from (a trip)	When did you get back from your trip to Lhasa?
Get through (with)	Finish	I need to get through with this work before lunchtime.
Keep up (with)	To go as fast as, be as advanced as	He's too smart – I can't keep up with him in math, English or any subject!
Look out (for)	Be careful, look!	Look out for that car! It's going to hit you!
Run out (of)	To have no more of something, to finish	The store has run out of Xiang Piao Piao.
Sign up (for)	Put your name on a list	All of my friends signed up for the school trip to Xining.
Watch out (for)	Be careful, look!	Watch out for that car!

Exercise 1: Complete the sentences using prepositions

1. Look out ! A car is coming!
2. Look out for that car!
3. Where did you grow up?
4. I grew up in Xining.
5. I went to the shop, but they had run out of milk, so I didn't buy anything.
6. Do you want to get together with some friends today to meet?
7. A: Where have you been? I haven't seen you in years?

B: I've been in Golog teaching English, but now I'm back here in Xining.



A: When did you get _____ Golog?

B: I got _____ Golog last month.

8. Did you know that Sarah dropped _____ school last week?



9. Watch _____ that motorcycle – it's going to hit you!

10. I don't know what to do tomorrow – I'd better come _____ an idea of something to do, or else I'll be really bored!

11. When do you think you'll get _____ your work? I hope you come home soon.

12. Tsering dropped _____ me yesterday evening at my house; before then, I hadn't seen him in months!

13. Do you get _____ your roommates? If not, this may be a difficult year at school.

14. A: You should sign _____ the school trip to Labrang monastery! It will be a lot of fun!

B: I know...I wanted to sign _____, but the trip was already full!

15. A: You run so fast – I can never keep _____ you!

B: But you're good at other things! For example, I have never been able to keep _____ you in math.

Exercise 2: Complete the conversations below by following the model (speaking)

A: Hey Joe, this is Samir. Would you like to get together today?

B: Sorry, but I'm busy. I have to take back my library books.

A: Are you free after you take them back?

B: Unfortunately, I'm not. I also have to pick my motorcycle up at the mechanic's.

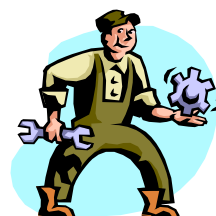
A: What about after you pick it up? Can we get together then?

B: I'd love to, but I can't. After I pick up the motorcycle, I have to drop my sister off at the train station.

A: Wow – you're busy! Do you have to do anything after you drop her off?

B: No, but by then I'm sure I'll be exhausted! Let's get together tomorrow instead.

A: Fine, I'll call you up in the morning.



1. clean up the house, throw out the trash, pick up my grandparents in Dowa
2. put away my clothes, start my homework over, pick out clothes for the party
3. hang up decorations for the new year's party, drop off my car at the mechanic's, call back the doctor
4. figure out my hospital bill (帳单 རྩིས་འཛིན་), fill out my college applications, call up my insurance agent (代理人 ལས་ཁབ་མི་སྣ)

Vocabulary: Match the words below to their meanings

- | | |
|---|---|
| 1. Fundamental (adj), fundamentally (adv) 根本的 རྒྱ་བའི | ___ Democrats and Republicans have different ____. |
| 2. Ideology (n) 主义 ལམ་ལུགས་ 意识形态 རིམས་ཁམས་ཀྱི་རྒྱམ་པ། | ___ American ___ is very expensive! |
| 3. Domestic (adj) 国内 རྒྱལ་ནང་། 家用的, 驯养的 | ___ Stop fighting, or I'll ___ you and move you to different parts of the class! |
| 4. Slavery (n), slave (n) 奴隶 བླན་གཞོན། | ___ In Yunnan, the Yi (彝族) once had ____. |
| 5. Limit (n), limited (adj) 限制, 有限的 ཚད་ཡོད | ___ In Golog, there is a famous ___ school at the Ragya monastery. |
| 6. Private (adj) 私人的 མི་སྤྱོད། | ___ My first ___ this year is improving my written and spoken English. |
| 7. Priority (n) 优先, 重要, 重视 གཙོ་བོ | ___ How much money do you pay in ____? |
| 8. Healthcare (n) 医疗保健 བདེ་ཐང་འགན་སྲུང | ___ I'm friends with him, but we're ___ different people. |
| 9. Tax (n, v) 税 རྒྱལ | ___ The highway speed ___ is 100 km/hour. |
| 10. Separate (v, adj) 隔离, 分开的, 单独的, 分局 ཁ་བྲལ་བཏང་བ། | ___ The Xining airport only has ___ flights; no airplanes there fly to other countries. |

Comprehension Questions

- Which of the following do Republicans believe in?
 - many social services for poor people
 - big government
 - America should be more Muslim
 - small government
- Which of the following do Democrats believe in?
 - helping rich people
 - making poor people poorer
 - making America more Christian
 - protecting the environment
- The passage says American government sometimes can't do anything. Why?
 - agreements between the parties
 - arguments between the parties
 - taxes and the economy
 - people becoming less free
- Do you agree with the policies of one party or another? Why or why not?

5. If you could create your own party, what would they believe in? What policies would they make? _____

Cloze 1 (2011 陕西)

In a land far away, once upon a time there was great poverty, and only the rich could manage without great 1. Three of those rich men and their servants were 2 together on a road when they came to a very 3 village.

The first could not stand seeing the poverty, 4 he took all the gold and jewels from his wagons (四轮载重马车) and shared 5 out among the villagers. He wished them all the best of luck, and he left.

The second rich man, seeing the 6 situation, stopped for a short time and gave 7 all his food and drink, since he 8 see that money would be of little 9 to them. He made sure that they each 10 their fair share and would have enough food to 11 for some time. Then, he left.

The third rich man, on seeing such poverty, 12 and went straight through the 13 without stopping. The two other rich men saw this from a distance and commented with each other 14 the third rich man lacked sympathy. It was 15 that they themselves had been there to offer help.

However, three days later, they 16 the third rich man, who was coming in the opposite direction. He was 17 travelling quickly, but his wagons, 18 the gold and valuables they had been 19, were now full of farming tools and bags of 20. He was rushing back to help them out of poverty.

- | | | | |
|---------------------|-----------------|---------------|---------------|
| 1. A. loss | B. expectations | C. success | D. problems |
| 2. A. standing | B. travelling | C. gathering | D. running |
| 3. A. faraway | B. poor | C. different | D. ancient |
| 4. A. unless | B. because | C. so | D. if |
| 5. A. them | B. anything | C. nothing | D. those |
| 6. A. curious | B. worrying | C. dangerous | D. puzzling |
| 7. A. the villagers | B. his servants | C. the others | D. the rest |
| 8. A. could | B. might | C. should | D. must |
| 9. A. interest | B. concern | C. use | D. attraction |
| 10. A. returned | B. gained | C. offered | D. received |
| 11. A. remain | B. last | C. supply | D. share |
| 12. A. turned back | B. set out | C. showed off | D. speeded up |
| 13. A. village | B. land | C. field | D. road |
| 14. A. whether | B. how | C. where | D. when |
| 15. A. good | B. certain | C. true | D. strange |
| 16. A. welcomed | B. met | C. accepted | D. persuaded |
| 17. A. still | B. already | C. always | D. indeed |
| 18. A. except | B. instead of | C. apart from | D. along with |
| 19. A. loading | B. treasuring | C. carrying | D. earning |
| 20. A. food | B. jewels | C. money | D. seeds |

Cloze 2 (2011 甘肃第二次诊断)

Salt, shells or metals are still used as money in out-of-the-way parts of the world today. Salt may seem rather a 1 substance to use as money, but in countries 2 the food of the people is mainly vegetable, it is often an absolute 3. Cakes of salt, stamped to show their 4, were used as money in some countries until recent 5, and cakes of salt 6 buy goods in Borneo and parts of Africa.

Sea shells 7 as money at some time 8 another over the greater part of the Old World. These were 9 mainly from the beaches of the Maldives Islands in the Indian Ocean, and were traded to India and China. In Africa, shells were also 10 right across the continent from East to West.

Metal, valued by 11, preceded (先于.....) coins in many parts of the world. Iron, in lumps, bars or rings, is still used in many countries 12 paper money. It can either be exchanged 13 goods, or made into tools, weapons, or ornaments. The early money of China, apart from shells, was of bronze, 14 in flat, round pieces with a hole in the middle, called "cash". The 15 of these are between three thousand and four thousand years old—older than the earliest coins of the eastern Mediterranean.

Nowadays, coins and notes have 16 nearly all the more picturesque (画面) 17 of money, and 18 in one or two of the more remote countries people still keep it for 19 use on

ceremonial 20 such as weddings and funerals, examples of primitive money will soon be found only in museums.

- | | | | |
|----------------------|----------------|------------------|------------------|
| 1. A. terrible | B. strange | C. experienced | D. ridiculous |
| 2. A. what | B. when | C. where | D. which |
| 3. A. necessity | B. advantage | C. importance | D. effect |
| 4. A. price | B. pattern | C. role | D. value |
| 5. A. situations | B. events | C. times | D. conditions |
| 6. A. still | B. also | C. even | D. never |
| 7. A. should be used | B. are used | C. would be used | D. had been used |
| 8. A. and | B. or | C. yet | D. but |
| 9. A. grown | B. produced | C. collected | D. raised |
| 10. A. found | B. sold | C. bought | D. traded |
| 11. A. length | B. weight | C. shape | D. color |
| 12. A. instead of | B. in spite of | C. in terms of | D. in line with |
| 13. A. against | B. as | C. in | D. for |
| 14. A. really | B. seldom | C. often | D. much |
| 15. A. earliest | B. latest | C. farther | D. best |
| 16. A. reflected | B. reproduced | C. replaced | D. recovered |
| 17. A. sizes | B. shapes | C. volumes | D. forms |
| 18. A. although | B. since | C. because | D. if |
| 19. A. original | B. future | C. historical | D. official |
| 20. A. chances | B. occasions | C. gatherings | D. assemblies |

Test Reading 1 (2008 冲刺试题)

Australia has a very colorful multicultural society. Part of the population was born overseas, most of whom were made up of children of at least one parent who was born overseas. In this mix of people, there are about 200 languages and many different religions.

The Australian government holds to a policy that welcomes people from all cultures: each Australian has the right to “keep and celebrate, within the law, their culture, language, or religion”. By following four key principles, Australia hopes to keep its culturally diverse society successful, open to new ideas and united to a shared future as a nation.

The first principle emphasizes the duty of each Australian to follow and uphold the laws and principles for protecting freedom and equality for all.

The second principle points out the importance of respecting other people. This means that not only does each Australian have the right to have his own beliefs and culture, but that he must also give the same right to others.

The third principle stresses that each person is equal and therefore should be treated with equal fairness. There should be no discrimination against people because of their culture, religion, language, nationality, gender, etc.

The fourth principle is a reminder that all Australians benefit from having a strong society. Multiculturalism offers great benefits to all, not only cultural, but social and economic as well.

1. Why do we say Australia has a very colorful multicultural society?

- A. there are about 200 languages and many different religions.
- B. part of the population were born overseas
- C. most natives marry foreigners
- D. the natives can understand different languages

2. What does the third principle stress?

- A. The importance of respecting other people
- B. All Australians get some benefit from having a strong society

- C. The duty of each Australian to follow and uphold the laws and principles for protecting freedom and equality for all
 D. Each person is equal and therefore should be treated with equal fairness.
3. Which in the following is the best title?
 A. Australia's population B. Australia's society
 C. Australia's great equality D. Australia's four key principles
4. What policy does the Australia's government hold to?
 A. People from any country is popular
 B. Children of at least one parent who was born overseas
 C. Discrimination against people
 D. The importance of respecting other people
5. What does the author think of the Australia's government's policy?
 A. Opposed B. Neutral C. Optimistic D. Pessimistic
6. The underlined word "uphold" in Paragraph 3 means "_____".
 A. set B. change C. disobey D. support

Test Reading 2 (2011 安徽)

Ireland has had a very difficult history. The problems started in the 16th century when English rulers tried to conquer (征服) Ireland. For hundreds of years, the Irish people fought against the English. Finally, in 1921, the British government was forced to give independence to the south of Ireland. The result is that today there are two "Irelands". Northern Ireland, in the north, is part of the United Kingdom. The republic of Ireland, in the south, is an independent country.

In the 1840s the main crop, potatoes, was affected by disease and about 750,000 people died of hunger. This, and a shortage (短缺) of work, forced many people to leave Ireland and live in the USA, the UK, Australia and Canada. As a result of these problems, the population fell from 8.2 million in 1841 to 6.6 million in 1851.

For many years, the majority of Irish people earned their living as farmers. Today, many people still work on the land but more and more people are moving to the cities to work in factories and offices. Life in the cities is very different from life in the countryside, where things move at a quieter and slower pace.

The Irish are famous for being warm-hearted and friendly, Oscar Wilde, a famous Irish writer, once said that the Irish were "the greatest talkers since the Greeks". Since independence, Ireland has revived (复兴) its own culture of music, language, literature and singing. Different areas have different styles of old Irish song which are sung without instruments. Other kinds of Irish music use many different instruments such as the violin, whistles, etc.

1. What does the author tell us in paragraph 1?
 A. how the Irish fought against the English. B. how Ireland gained independence.
 C. how English rulers tried to conquer Ireland. D. how two "Irelands" came into being.
2. We learn from the text that in Ireland_____.
 A. food shortages in the 1840s led to a decline in population
 B. people are moving to the cities for lack of work in the countryside
 C. it is harder to make a living as a farmer than as a factory worker
 D. different kinds of old Irish songs are all sung with instruments
3. The last paragraph is mainly about_____.
 A. the Irish character B. Irish culture
 C. Irish musical instruments D. a famous Irish writer
4. What can be the best title for the text?
 A. Life in Ireland B. A very difficult history
 C. Ireland, past and present D. The independence of Ireland

It is often harder to repeal (废止) a law than to pass one, so many of these old laws remain in existence. Because they no longer fit the way people live or because the problem no longer exists, these laws are ignored. Everyone understands that and life goes on. Thus, laws that once made very good sense now seem like nonsense.

1. According to the passage, laws are designed for the purpose of _____.
A. protecting people's rights
B. making people respect each other
C. preventing gun-carrying
D. punishing criminals
2. The word "job" in paragraph 1 refers to...
A. working
B. shooting
C. preventing gun-carrying
D. disturbing others
3. The author used the Indiana law as an example to explain _____.
A. how some laws are passed and changed
B. how people in Indiana open cans
C. why some laws may seem strange
D. why people in Indiana no longer use their guns
4. What's the problem with the law concerning motor vehicles?
A. It leads to traffic jams.
B. It is not clearly written.
C. It is not designed to serve a good purpose.
D. It has been out of date.
5. We can conclude from the passage that _____.
A. a law system is necessary for every society
B. some laws that don't make sense may also get passed
C. it is more difficult to change the old law than pass a new one
D. some laws may seem strange as time passes

Test Writing 1 (2009 全国 II)

2. 可以适当增加细节, 以使行文连贯。

Dear Sarah,
Thank you for your letter asking about the rebuilt Qianmen Street. Here is something about it.

Yours,
Li Hua

Test Writing 2 (2011 全国)

假定你是李华，你所喜爱的 Global Mirror 周报创刊五周年之际征集读者意见。请你依据以下内容给主编写封信，内容主要包括：

- 1. 说明你是该报的忠实读者
- 2. 赞赏该报优点：
 - 1) 兼顾国内外新闻
 - 2) 介绍名人成功故事
- 3. 提出建议：刊登指导英语学习的文章

注意：1. 词数 100 左右，开头语已为你写好；
2. 可以适当增加细节，以使行文连贯。

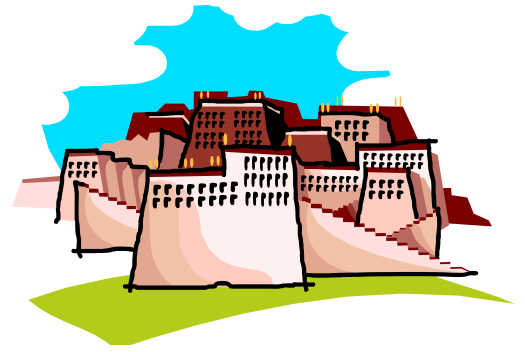
Dear Editor-in-Chief,
Congratulations on the 5th anniversary
of Global Mirror!

Sincerely yours,
Li Hua

Vocabulary 2: Historical Events

What is history?

Who makes history? Who writes history?



Why do we study history? Why is history important?

Complete the stories by writing in the words below. The underlined words have been finished for you.

1. World War II: Triumph and Tragedy

Tragedy (n) 不幸, 悲剧 ལས་མི་བཟང་།

Fall (n/v) 下降 ལུང་བ།

Disaster (n), 灾祸 ཆག་སྒོ།

Event (n) 事件 རྟོན་སྒྲིན།

War (n) 战争 དམག་འབྲུག།

Defeat (n/v) 战败, 失败 བཅ་བ།

Triumph (n/v) 巨大的成功 རྒྱལ་ཁ་ཆེན་པོ།

Success (n), successful (adj) 成功 རྒྱལ་

ལ།

Attack (n/v) 攻击, 抨击, 侵袭 བར་ཆོལ།

Rise (n/v) 上升, 兴起 ཡར་འཕགས་བ།

Misfortune (n) 不幸 ལས་ངན།

World War II was an important historical _____ (n). This massive _____ (n) continued for nearly a decade and absorbed much of the world in fighting. In 1945, the Allies (同盟国 མཉམ་སྐྱེལ་རྒྱལ་ཁབ།) finally won and _____ (v) the Germans and Japanese. But this _____ (n) for the Allies came at a severe cost – 50 to 70 million people lost their lives. Consequently, though the war was _____ (adj) for the Allies and caused the fall (n) of Germany and Japan, I would suggest that we should instead think of the war as a tragedy (n) for countries around the world.

The years of _____ (v, “ing”) armies destroyed much of Europe and Asia. People in these countries suffered _____ (n) and _____ (n) beyond count.



By the time the war was over, America _____ (v, past perfect) into a great power. But while America did give some aid (援助 རོགས་རམ) to help countries recover (复原, 恢复 སྐར་གསོ), I would argue that it could have – and should have – given more. This is especially true because of the strange fact that the war barely touched American lands. If America had given more aid to Asian countries especially, these nations might not have suffered so much in the following years.

While it must have been difficult for the American government to decide where to send the money, it ought to have been more generous in helping repair countries broken by war. With more aid, these countries could have recovered and rejoined the international community that much more quickly.

2. Scandal in Benton Restaurant

Predicament (n) 困境 མི་བྱ་ཐབས་མེད།

Mystery (n), mysterious (adj) 奥秘, 神秘
གསང་བ་སྐྱོན་གྱུར།

Scandal (n) 丑闻 གཏམ་ངན།

Coincidence (n) 巧合 ལྟོས་དབང།

Attain (v) 达到, 获得 ཐོབ་པ།

Attempt (v) 试图, 尝试 འབད་བརྩོན།

Situation (n) 情况 གནས་ཚུལ།

There was a terrible _____ (n) last night at the Benton Cafe in Benton, Ohio. Mr. Swanson and his girlfriend Jen had just sat down to dinner when a _____ (adj) stranger walked up to their table,



pulled out his gun, and told Jen to give him her purse. The purse held all of her money and valuables (贵重品 དངོས་པོ་སྤྲུལ་ཆོད།), but as she couldn't have fought against a gun she decided to hand it over to the man. The man ran away into the night.

But it didn't stop there, as without the purse Mr. and Mrs. Swanson had no money to pay for the meal. They argued with the waitress until another customer came over to see what the problem was. The woman gasped: at the table, she saw her husband, Mr. Swanson, kissing another woman!

"What a pleasant _____ (n) that we're both dining at the same restaurant!" said Mrs. Swanson to her husband. Her husband looked up in horror. What was he to do? There was no good way to solve the problem he'd created - he truly found himself in a terrible _____ (n). Without a word, he _____ (v) to run away. But before he could _____ (v) freedom, he was caught by the restaurant waitresses.

"Not so fast," they told Mr. Swanson. "You must have forgotten. You ought to have paid the bill for your ladies. You shall not leave until you do."



Mr. Swanson then sat while the two ladies yelled at him for hours. He had gotten himself into a pretty bad _____ (n)! One can only hope he was regretting the decisions he had made!

Reading Comprehension Questions

- What is the author's argument (论点 ཚུན་པ) in the first story?
 - World War II was a great triumph and America shouldn't have given more aid afterward
 - World War II should never have happened; aid was unimportant
 - World War II should be considered (认为 ལྟ་ཚུལ། བསམ་ན་) a tragedy and America should have given more aid afterwards
 - America should have given more aid afterwards
- What does the author of the first story think is strange about the war?
 - America didn't give money afterwards
 - America gave money afterwards
 - The war barely touched American soil
 - The war is not considered a tragedy
- The author of the first story says that if America had given more aid, what would have happened?
 - no more world wars in the future
 - faster development and rebuilding
 - slower recovery and development
 - more construction but slower economic growth
- In the second story, who was eating dinner with Mr. Swanson?
 - his wife
 - his waitress
 - his manager
 - his girlfriend
- In the second story, why are Mr. Swanson and his girlfriend arguing with the waitress?
 - Mr. Swanson was found to have both a wife and a girlfriend
 - Mrs. Swanson found their table
 - the purse was stolen and they didn't have money to pay
 - the purse was stolen and they didn't want to pay
- In the second story, what is the author's tone (基调 བརྗོད་ཀྱི་ཀླུ་ལྟ་སྟངས་)?
 - upset and righteously angry
 - matter-of-fact yet amused
 - mocking and cynical
 - afraid but brave
- The two stories describe very different events. Do you think both events should be considered history? Why or why not? (3 sentences)

Grammar: Modal Verbs Review and Expansion

We use modal verbs to describe possibility (it might snow), ability (I can sing), obligation (you must go to see the headmaster now!), permission (may I come in?) or advice (you should find a job)

ང་ཚོས་གཏན་འཁེལ་རང་བཞིན་གྱི་བྱ་ཆོག་བཞུགས་ནས་འབྲུང་མེད་པ་གསལ་བཤད་(ཁ་བ་འབབ་ངེས་རེད།)དང་། རུས་པ་(ངས་སླུ་ལེན་བྱས།) འགན་འཁུར་(སྲོད་ད་ངེས་པར་སོང་ལ་སློབ་གཙོ་ལ་བྱས།) ཆོག་མཆན་ (ང་ནང་ལ་ཡོང་ན་ཨོ་ཆོག) སློབ་སྟོན་(སྲོད་གྱིས་བྱ་བ་ཞིག་བཅོལ་ན་འོས།)སོགས་ཀྱང་གསལ་བཤད་བྱས་ཆོག

List ten modal verbs below:

☐ Can

☐

☐

☐

☐

□ □ □ □ □

The simple present of modal verbs is modal + V (base form)

□ (must eat) _____

Exercise 1: Make sentences using the simple present of the modal verbs below

1. could/ask _____.
2. shouldn't/eat _____.
3. must/go _____.
4. can/run _____.
5. would/help _____.
6. may not/come _____.

The present continuous of modal verbs is modal + be + V-ing

- (should work) _____
- Tyler shouldn't be feeling angry at his girlfriend – this argument is his fault.
- Sarah lost her job - she must be having a difficult time right now.

Exercise 2: Complete the following sentences with modal verbs in the present simple or present continuous

1. I _____ (should/work) right now, but I would rather sleep.
2. How _____ (could/Jeffrey/feel) upset? He just won the race.
3. Tashi _____ (must/sleep) in his room – I haven't found him anywhere.
4. I _____ (might/walk) into town to go shopping later this afternoon – do you need anything?
5. Johnny _____ (may/herding) sheep on the mountainside, or he _____ (may/play) computer games in the internet bar. Either way his parents _____ (must/wonder) where he is.
6. I _____ (should/read) my English book, but I'm watching an American movie instead.
7. Lobsang _____ (might/sing) at the concert today.
8. Terry _____ (must/want) to eat dumplings with us today – it's too bad he's busy working.
9. She _____ (should/study) harder in school.
10. Ned _____ (must/worry) right now – his children have been lost in that snowstorm for hours!
11. You really _____ (should/do) your homework!
12. I _____ (might/play) basketball this afternoon, but only if I am finished studying.
13. You _____ (should/feel) ashamed right now!
14. Lobsang _____ (must/read) in the library right now if he's not in class.

Perfect modals are the PAST form of modals. You cannot say I should ate, you must say I should have eaten [modal + have + PP].

- ☐ Should have/ought to have: describes a good idea/suggestion in the past OR something that was nearly certain but didn't happen
 - She should have gone to the doctor, but she didn't.
 - She ought to have done well on the test – she studied for months!
- ☐ Shouldn't have/ought not to have: describes a bad idea/suggestion in the past, OR something that was nearly certain not to happen but did.
 - Tashi shouldn't have eaten so much yogurt – now he feels sick.
 - Drolma shouldn't have done so well on the test – she didn't study at all!
- ☐ Could have: describes a possibility OR a suggestion in the past
 - She could have gone to Labrang for the holiday, but she decided to stay home instead.
 - You could have prepared better for the picnic. We have so little food!
- ☐ Couldn't have: describes something that was impossible in the past
 - Ben couldn't have traveled from Zeku to Yushu in a day – it's too far!
- ☐ May have/might have: describes something that maybe happened in the past
 - She may have [might have] taken my pencil, but I don't really know.
- ☐ May not have/might not have: describes something that maybe didn't happen in the past
 - She may not have [might not have] eaten my tsamba. It might have been Joe instead.
- ☐ Must have: describes something that probably happened in the past
 - Tsering must have been sick yesterday – he didn't come to school.

Look at the last paragraph of the World War II reading above and underline all of the perfect modal verbs (example: should have eaten)

Exercise 3: Following the example, complete the dialogues with a partner (speaking)

A: Did Bob sleep well last night?
B: No, he didn't. He should have slept better.



1. Did you drive carefully on the road?
Drive more carefully



2. Did Peter do well on the test?
Study harder



3. Did Lucy and Ben finally visit Zeku?
Visit a long time ago



4. Did Tom dress warmly enough for Henan?
Wear more clothes



5. Did Ben pay back the money?
Pay back long ago



6.

Exercise 4: Following the example, complete the dialogues with a partner (speaking)

A: Tashi looks tired! He must have fallen asleep during lunch today.

B: I don't know – Tashi may/might have fallen asleep during lunch, but that doesn't usually make him so tired.



1. Karen looks tired!
Run fifteen kilometers



6. Rosemary and Lisa look upset!
Argue with the boss.



2. Mandela looks angry!
Have a fight with his girlfriend



7. Your children look sad!
Start school today.



3. Ben looks excited!
Win the basketball game



8. The teacher looks angry!
Found a lot of mistakes in our tests.



4. Matt looks sad!
Fail an exam today



9. You look tired!
Working very hard
(perfect continuous modal!)



5. President Obama looks scared!
Lose a political fight.



10.

Exercise 5: Complete the sentences below using perfect modal verbs

1. Tashi _____ (should/finish) his homework.
2. Maria _____ (ought to/help) her brothers to herd the yaks, but she was too lazy.
3. Yang _____ (could/win) the race, but she felt too tired to run fast.
4. You _____ (ought to/visit) me last week!
5. Gaia _____ (may/eat) the last Rebong pear, but I'm not sure.
6. Billy _____ (might/be) feeling angry, but you couldn't see it from his face.
7. Bob _____ (must/want) to meet Lobsang! It's too bad he's sick.
8. Nick _____ (shouldn't/fight) with his friends yesterday.
9. I _____ (couldn't/work) yesterday because I was sick.
10. Billy _____ (should/help) you fix your motorcycle, but he was too busy.

Exercise 6: Complete the sentences below using simple present, present continuous or perfect modal verbs

1. _____ (could/you/help) me with my math homework?
2. Sam _____ (must/feel) angry today – he did poorly on the test.
3. The children _____ (should/finish) their homework before class started.
4. You _____ (ought to/study) harder – the test is tomorrow!
5. Walt _____ (might/come) tomorrow, or he _____ (may/come) the day after.
6. He _____ (might/come) yesterday, but the road was closed because of snow.
7. Ned _____ (could/win) the race, but he fell before the finish.
8. Gina lost her job? She _____ (must/feel) terrible!
9. Aaron _____ (ought not to/play) tricks on his girlfriend so often – it makes her upset.
10. Ben _____ (can/speak) English very well.
11. Deb _____ (might/join) the army, but instead she decided to study literature at university.
12. The horse _____ (must/be) frightened if it ran away so fast.

Writing: Criminal

You are a criminal (罪犯 རྒྱལ་ཁྲིམ་པོ་) in prison for stealing cars.

Write a letter to your parents telling them what you should/shouldn't have done, what you could have done better, or what you ought to have done, etc.



Grammar: Passive Modals

Exercise 1: Complete the table below

Active voice	Passive voice
Yang can help Billy. Yang can't help Billy.	Billy can be helped by Yang.
Yang should help Billy.	
They could help Billy.	
Yang would help Billy.	
Yang must help Billy.	
Yang ought to help Billy.	

Yang has to help Billy.	
Yang will help Billy.	
Yang is supposed to help Billy.	
Yang should have helped Billy.	Billy should have been helped by Yang.
Yang could have helped Billy.	
Yang ought to have helped Billy.	
Yang must have helped Billy.	

Exercise 2: Complete the dialogues by following the examples below (speaking)

A: Have you finished today's yak herding yet?

B: Not yet. I know today's yak herding should have been finished already, but I still need another hour.

A: That's OK, but I might have been told before. I've already made dinner for you.

B: That's too bad, but there was no way you could have been told – my cell phone must have been left at home.



1. Catherine, her homework, steal



5. Justin, his work at the shop, leave somewhere



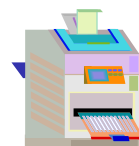
2. The children, the housework, lose



6. Lindsay and Jean, their naps, steal by some guy



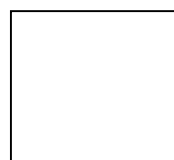
3. Jane, the proposal, misplace (lose)



7. Bob, the copies, leave in his room



4. Diane and John, their afternoon date, forget at school



8.

Exercise 3: Complete the following passive modal sentences. Remember: sentences describing the past require perfect modals [ex: should have been] except for would (as simple past of will) and could (as simple past of can)

1. The town could have been burned (could have/burn) by the soldiers in the war, but they didn't see it.

2. Good tsamba _____ (has to/make) by hand.

3. The piano _____ (must/always/play) carefully.
4. I _____ (should/told) that we would have a holiday, but nobody let me know.
5. Your homework _____ (must/finish) by Tuesday.
6. Mr. Wang _____ (ought to/fire) soon! He's always been a terrible worker – he _____ (should never/give) this job.
7. Casey _____ (might never/injure) if he hadn't tried to fight that man.
8. The car _____ (can't/fix) – you'll have to buy a new one.
9. This book _____ (should never/write) – it's terrible!
10. This washing machine isn't working - it _____ (must/break)! Now, the clothes _____ (have to/wash) by hand.
11. The phone _____ (must/damage) when it was dropped out of the window.
12. This work _____ (should/finish) by now! Everything _____ (could/already/send) to the customer by now if you were finished!



Exercise 4: Passive Modals Cloze: Complete the story using passive modals (simple present or perfect).

In the summer of 1787, the founding fathers (开国者 རྒྱལ་ཁབ་འཛུགས་མཁན) of the United States met in the city of Philadelphia to write a constitution (宪法 རྒྱལ་ཁབ་ཀྱི་འཛུགས་ཁྲིམས་ཆེན་མོ་) for the new country. And when they entered the room, it must have been known (know) to everyone that one of the most difficult issues they would be discussing would be slavery (奴隶制 བློན་པོ་ལྟོག་ལམ་ལུགས་).

At the time, the southern half of the country was made up of “slave states”, where men, women and children were taken from Africa and enslaved to white Americans. Meanwhile, the northern half of America was made up of “free states” where slavery was not allowed. But even in the “free states”, escaped (逃跑 ཐར་བ) slaves _____ (could/catch) by southern slave owners. If they were caught, the slaves _____ (would/beat) very harshly, and then _____ (would/take) back to their homes in the south for a life of enslavement. However, many people in the northern “free states” disagreed with southern slave owners, and thought that slavery _____ (should/abolish, 废止 བཟུང་མེད། ཐུབ་པ།) when America became independent in 1776. If America was to be a nation of freedom, they argued, slavery _____ (must/quickly/end).



At the meeting in 1787, some representatives (代表 མཚན་མེད) argued that slavery _____ (should/force) to end, while others said it _____ (should/allow) to continue. But though the arguments continued for weeks, an agreement _____ (couldn't/reach). Finally, the North and the South reached a compromise (妥协 འདྲུས་འབྲིག): slaves _____ (would/consider, 认为是 བསམ་ཚུལ།) 3/5 [three-fifths] of a person. This decision was written down in the American constitution, where it remains today.

Though Americans often worship the writers of the constitution, it _____ (should/acknowledge, 承认 མཁས་ལེན) that they made many mistakes. In a new nation based on freedom, slavery _____ (shouldn't/allow) to continue, and _____ (ought not to/write down) as law in the country's new constitution. If slavery had been ended then, much suffering and pain _____ (could/prevent, 防止, 阻止 བཀག་འགོག). The representatives at the convention simply _____ (should/never/permit) such institutionalized (制度化的 ལམ་ལུགས་ཅན་དུ་འགྱུར་བ) inequality in their new nation.

America has now had its first black president. But even today, a nation that is based (根基 མཛད་གཞི གཞི གཞི་འཛིན་ས) on ideas of freedom and equality still has, in its “sacred” constitution, the sentence that describes black slaves as 3/5 of a person. If anything, we _____ (should/remind) of the terrible history of American slavery whenever we see that sentence – and that such discrimination (歧视 ཉེ་མིང་། ཁྱད་འཛིན) and abuse of a part of humanity _____ (must/always/remember).

Special Topic: Napoleon

Napoleon Bonaparte was born in the city of Ajaccio on Corsica, an island in the Mediterranean Sea (地中海 ས་དབུས་རྒྱ་མཚོ།) which belonged to France. His family was wealthy and was part of the Corsican nobility (贵族 སྤྱེད་པ།). Napoleon and his eight brothers and sisters were brought up by their mother, who was very strict.

When he was nine years old, Napoleon went to a military school in France. When he graduated, he went back to Corsica and became involved in (使参与, 插手 རྒྱལ་ས་པ།) politics and the military. Soon, the French Revolution began and Napoleon joined the army of the Republic (共和国 སྤྱི་མཐུན་རྒྱལ་ཁབ།) to fight against the king. He was successful, and was promoted (晋升 ཡར་ཐོན) to general (将军 དམག་དཔོན) in 1795.

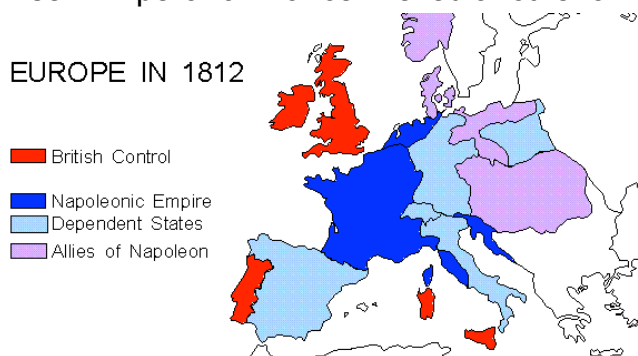
Napoleon led France to war in Italy, where he defeated several kingdoms and added them to France. Then in 1798, he went to Egypt to fight England there. Napoleon won an amazing victory (胜利 རྒྱལ་ཁ) where only 300 French soldiers died. Napoleon



came back to France to find the government corrupt, bankrupt (破产的 མ་རྩ་དྲིབ་པ) and unpopular. With friends, he soon overthrew (推翻 གྲོ་ནས་འབེབས་པ) the government and became the First Consul of France.

Napoleon did many things to modernize and reform (改革 བཅོས་བསྐྱར) France. He reorganized the government, made justice simpler, and reformed the economy. He also put all schools under government control. Most famously, he made a new system of laws, the Napoleonic Code. The Code gave people many rights that they fought for in the French Revolution, such as the equality of all people under the law and freedom of religion. However, women were not considered equal to men. Nevertheless, these reforms made Napoleon very popular in France.

In 1804, a plot (密谋) to kill Napoleon was discovered, and Napoleon decided to declare himself Emperor of France. He led another army to Italy and also declared himself King of Italy in



1805. Napoleon soon decided he wanted to become the Emperor of Europe, and started wars against Austria, Germany and other countries. He wasn't defeated until he attacked Russia in 1812. Napoleon was very successful in Russia, but his army had difficulty finding food. Soon it was winter, and the Russians attacked. With no food and freezing to death, Napoleon and his army had to go back to France. He was defeated by England, Russia and Germany in 1814.

After this defeat, Napoleon was exiled (流亡 འཁྱམ་པ) to Elba, a small island in the middle of the Mediterranean Sea. However, a year later he escaped and came back to France. He became the Emperor of France again for 100 days, until he was defeated by England at the Battle of Waterloo. He was then exiled again to a small island in the southern Atlantic Ocean, very far from Europe. He lived on this island until he died in 1821 of cancer.

Napoleon is still one of the more controversial (有争议的 མཐོང་སྐྱེད་ཡོད་པ) people in European history. Some people remember him as a terrible tyrant (暴君 དཔོན་ངན་གཏུམ་བླག་ཅན།) who was too proud and ambitious for his own good. His ambitions to rule Europe started wars and killed many people. But others, mainly in France, see him as a hero. Not only was he a military genius (天才 འབྱོར་ཐང་།), but he also made many reforms to improve the lives of all French people. And he still has a strong influence on France and Europe in many ways. For example, the French Constitution (宪法 རྩིས་པ) still includes much of the Napoleonic Code.

So was Napoleon a glorious hero, a terrible tyrant, or something else? The argument continues; who he was is for you to decide!

Reading Comprehension Questions

- Which of the following is true about Napoleon?
 - he won every battle
 - he didn't conquer Italy
 - he was born in France
 - he wanted everyone to follow his religion
- Which of the following is false about Napoleon?
 - he had eight siblings
 - he advocated equality for men and women
 - he had great ambitions
 - he centralized control of the schools
- Which of the following is NOT in the Napoleonic Code?
 - the equality of all under the law
 - the freedom to believe in Buddhism, Christianity, Judaism, Islam or other religions
 - the nobility don't have special privileges (优惠 བཟང་ཆ) under the law
 - the freedom to do whatever you want
- What was NOT a reason Napoleon lost his war with Russia?
 - limited food
 - the attack of England, Russia and Germany at the same time

c. attacking Russian soldiers d. the weather

5. What do you think about Napoleon? Was he a hero, a tyrant or something else?

Cloze 1: The True Story of Treasure Island (2009 全国 1)

It was always thought that Treasure Island was the product of Robert Louis Stevenson's imagination. 1, recent research has found the true story of this exciting work.

Stevenson, a Scotsman, had lived 2 for many years. In 1881 he returned to Scotland for a 3. With him were his American wife Fanny and his son 4.

Each morning Stevenson would take them out for a long 5 over the hills. They had been 6 this for several days before the weather suddenly took a turn for the worse. Kept indoors by the heavy rain, Lloyd felt the day 7. To keep the boy happy, Robert asked the boy to do some 8.

One morning, the boy came to Robert with a beautiful map of an island. Robert 9 that the boy had drawn a large cross in the middle of 10. "What's that?" he asked, "That's the 11 treasure," said the boy. Robert suddenly 12 something of an adventure story in the boy's 13. While the rain was pouring Robert sat down by the fire to write a story. He would make the 14 a twelve-year-old boy just like Lloyd. But who would be the pirate (海盗)?

Robert had a good friend named Henley, who walked around with the 15 of a wooden leg. Robert had always wanted to 16 such a man in a story. 17 Long John Silver the pirate with a wooden leg, was 18.

So thanks to a 19 September in Scotland, a friend with a wooden leg and the imagination of a twelve-year-old boy, we have one of the greatest 20 stories in the English language.

- | | | | |
|------------------|--------------|---------------|---------------|
| 1. A. However | B. Therefore | C. Besides | D. Finally |
| 2. A. alone | B. next door | C. at home | D. abroad |
| 3. A. meeting | B. story | C. holiday | D. job |
| 4. A. Lloyd | B. Robert | C. Henley | D. John |
| 5. A. talk | B. rest | C. walk | D. game |
| 6. A. attempting | B. missing | C. planning | D. enjoying |
| 7. A. quiet | B. dull | C. busy | D. cold |
| 8. A. cleaning | B. writing | C. drawing | D. exercising |
| 9. A. doubted | B. noticed | C. decided | D. recognized |
| 10. A. the sea | B. the house | C. Scotland | D. the island |
| 11. A. forgotten | B. buried | C. discovered | D. unexpected |
| 12. A. saw | B. drew | C. made | D. learned |
| 13. A. book | B. reply | C. picture | D. mind |
| 14. A. star | B. hero | C. writer | D. child |
| 15. A. help | B. problem | C. use | D. bottom |
| 16. A. praise | B. produce | C. include | D. accept |
| 17. A. Yet | B. Also | C. But | D. Thus |
| 18. A. read | B. born | C. hired | D. written |
| 19. A. rainy | B. sunny | C. cool | D. wind |
| 20. A. news | B. love | C. real-life | D. adventure |

Test Reading 1 (2011 湖南)

My father was Chief engineer of merchant ship, which was sunk in World War II. The book *Night of the U-boats* told the story.

Memories

In September, 1940, my mother, sister and I went to Swansea, where my father's ship was getting ready to sail. We brought him a family photograph to be kept with him at all times and keep him safe.

Then I remember my mother lying face down, sobbing. She had heard from a friend that the ship had been sunk by a torpedo (鱼雷).

I can remember the arrival of the telegram (电报), which in those days always brought bad news. My grandmother opened it. It read, "Safe, Love Ted."

My most vivid memory is being woken and brought down to sit on my father's knee, his arm in a bandage.

He was judged unfit to return to sea and took a shore job in Glasgow for the rest of the war. For as long as I can remember, he had a weak heart. Mother said it was caused by the torpedoes. He said it was because of the cigarettes. Whichever, he died suddenly in his early 50s.

Ten years later I read *Night of the U-boats* and was able to complete the story.

Torpedo

One torpedo struck the ship. Father was in the engine room, where the third engineer was killed. He shut down the engines to slow the ship making it easier for it to be abandoned.

By the time he got on deck (甲板) he was alone. Every lifeboat was gone except one which had stuck fast. When he tried to cut it free, it swung against the ship, injuring his hand and arm. He had no choice but to jump — still with the photograph in his pocket.

Three days later, he and other survivors were safe in Glasgow. All 23 with him signed the back of the photograph.

A Toast

In my room is the book and the photograph. Often, glass in hand, I have wondered how I would have dealt with an explosion, a sinking ship, a jump into a vast ocean and a wait for rescue? Lest (以免) we forget, I have some more whisky and toast the heroes of the war.

1. We can infer that the mother and children went to Swansea _____.

- | | |
|---------------------------|-------------------------------------|
| A. to meet a friend | B. to see the father off |
| C. to take a family photo | D. to enjoy the sailing of the ship |

2. What did the author learn about the father from the telegram?

- | | |
|----------------------------|-------------------------------|
| A. He was still alive. | B. His knee was broken. |
| C. His ship had been sunk. | D. He had arrived in Glasgow. |

3. The underlined word "it" in Paragraph 6 refers to the father's _____.

- | | |
|-----------------------------|-------------------------------|
| A. weak heart | B. taking a shore job |
| C. failure to return to sea | D. injury caused by a torpedo |

4. What can we know about the author's father after his ship was attacked?

- | | |
|-----------------------------------|---------------------------------------|
| A. He lost his arm | B. He repaired the engines. |
| C. He managed to take a lifeboat. | D. He was the last to leave the ship. |

5. What is the message mainly about?

- | | |
|--|---|
| A. A group of forgotten heroes | B. A book describing a terrifying battle. |
| C. A ship engineer's wartime experience. | D. A merchant's memories of a sea rescue. |

Test Reading 2 (2009 湖南黄冈 3 月质检)

One stormy night many years ago, an elderly man and his wife entered the hall of a small hotel in Philadelphia. Trying to get out of the rain, they came to the front desk hoping to get some shelter for the night.

"Could you possibly give us a room here?" the husband asked.

The clerk, a friendly man with a winning smile, looked at the couple and explained that there were three conventions in town. "All of our rooms are taken," the clerk said. "But I can't send a nice couple like you out into the rain at one o'clock in the morning. Would you perhaps be willing to sleep in my room? It's not exactly a suite, but it will be good enough to make you folks comfortable for the night."

When the couple declined, the young man pressed on. "Don't worry about me; I'll make out just fine," the clerk told them. So the couple agreed.

As he paid his bill the next morning, the elderly man said to the clerk, "You are the kind of manager who should be the boss of the best hotel in the United States. Maybe someday I'll build one for you." The clerk looked at them and smiled. The three of them had a good laugh. As they drove away, the elderly couple agreed that the helpful clerk was indeed exceptional, as finding people who are both friendly and helpful isn't easy.

Two years passed. The clerk had almost forgotten the incident when he received a letter from the old man. It recalled that stormy night and enclosed a round-trip ticket to New York, asking the young man to pay them a visit.

The old man met him in New York, and led him to the corner of Fifth Avenue and 34th street. He then pointed to a great new building there, a pale reddish stone, with turrets and watchtowers thrusting up to the sky. "That," said the older man, "is the hotel I have just built for you to manage." "You must be joking," the young man said. "I can assure you I am not," said the older man, a sly smile playing around his mouth.

The older man's name was William Waldorf Astor, and that magnificent structure was the original Waldorf—Astoria Hotel. The young clerk who became its first manager was George C. Boldt. This young clerk never foresaw the turn of events that would lead him to become the manager of one of the world's most glamorous hotels.

1. The purpose of the author by writing this story is to _____.
 A. give people a good laugh
 B. cover some facts
 C. promote the business of the Waldorf-Astoria Hotel
 D. deliver a lesson
2. Which of the following statements about the story is NOT true?
 A. The story took place at about one a.m.
 B. The old couple was too poor to afford a luxurious room.
 C. The clerk was willing to help those in need.
 D. The clerk received an unexpected invitation from the old man.
3. The underlined word "conventions" in Paragraph 3 can be replaced by "_____".
 A. rooms
 B. suites
 C. meetings
 D. hotels
4. Which of the following proverbs suits the story the best?
 A. Every little thing helps.
 B. Make hay while the sun shines.
 C. Man proposes; God disposes (处理, 决定).
 D. One good turn deserves another.

Test Reading 3 (2009 四川成都二次诊断)

People have been painting pictures for at least 30,000 years. The earliest pictures were painted by people who hunted animals. They used to paint pictures of the animals they wanted to catch and kill. Pictures of this kind have been found on the walls of caves in France and Spain. No one knows why they were painted there. Perhaps the painters thought that their pictures would help them to catch these animals. Or perhaps human beings have always wanted to tell stories in pictures.

About 5,000 years ago, the Egyptians and other people in the Near East began to use pictures as kind of writing. They drew simple pictures of signs to represent things and ideas, and also to represent the sounds of their language. The signs these people used became a kind of alphabet.

The Egyptians used to record information and to tell stories by putting writing and pictures together. When an important person died, scenes and stories from his life were painted and

carved on the walls of the place where he was buried. Some of these pictures are like modern comic strip stories. It has been said that Egypt is the home of the comic strip. But, for the Egyptians, pictures still had magic power. So they did not try to make their way of writing simple. The ordinary people could not understand it.

By the year 1,000 BC, people who lived in the area around the Mediterranean Sea had developed a simpler system of writing. The signs they used were very easy to write, and there were fewer of them than in the Egyptian system. This was because each sign, or letter, represented only one sound in their language. The Greeks developed this system and formed the letters of the Greek alphabet. The Romans copied the idea, and the Roman alphabet is now used all over the world.

These days, we can write down a story or record information without using pictures. But we still need pictures of all kinds: drawing, photographs, signs and diagrams. We find them everywhere: in books and newspapers, in the street, and on the walls of the places where we live and work. Pictures help us to understand and remember things more easily, and they can make a story much more interesting.

1. Pictures of animals were painted on the walls of caves in France and Spain because _____.
 A. the hunters wanted to see the pictures B. the painters were animal lovers
 C. the painters wanted to show imagination D. the pictures were thought to be helpful
2. The Greek alphabet was simpler than the Egyptian system for all the following reasons EXCEPT that _____.
 A. the former was easy to write B. there were fewer signs in the former
 C. the former was easy to pronounce D. each sign stood for only one sound
3. Which of the following statements is true?
 A. The Egyptian signs later became a particular alphabet.
 B. The Egyptians liked to write comic strip stories.
 C. The Roman alphabet was developed from the Egyptian one.
 D. The Greeks copied their writing system from the Egyptians.
4. In the last paragraph, the author thinks that pictures _____.
 A. should be made comprehensible B. should be made interesting
 C. are of much use in our life D. have disappeared from our life

Test Reading 4 (2011 安徽)

Think about the different ways that people use the wind. You can use it to fly a kite or to sail a boat. Wind is one of our cleanest and richest power sources (来源), as well as one of the oldest. Evidence shows that windmills (风车) began to be used in ancient Iran back in the seventh century BC. They were first introduced to Europe during the 1100s, when armies returned from the Middle East with knowledge of using wind power.

For many centuries, people used windmills to grind (磨碎) wheat into flour or pump water from deep underground. When electricity was discovered in the late 1800s, people living in remote areas began to use them to produce electricity. This allowed them to have electric lights and radio. However, by the 1940s, when electricity was available to people in almost all areas of the United States, windmills were rarely used.

During the 1970s, people started becoming concerned about the pollution that is created when coal and gas are burned to produce electricity. People also realized that the supply of coal and gas would not last forever. Then, wind was rediscovered, though it means higher costs. Today, there is a global movement to supply more and more of our electricity through the use of wind.

1. From the text we know that windmills...
 A. were invented by European armies
 B. have a history of more than 2800 years

- C. used to supply power to radio in remote areas
 D. have rarely been used since electricity was discovered
2. What was a new use for wind power in the late 19th century?
 A. Sailing a boat. B. Producing electricity.
 C. Grinding wheat into flour. D. Pumping water from underground.
3. One of the reasons wind was rediscovered in the 1970s is that _____.
 A. wind power is cleaner B. it is one of the oldest power sources
 C. it was cheaper to create energy from wind D. the supply of coal and gas failed to meet needs
4. What would the author probably discuss in the paragraph that follows?
 A. The advantage of wind power.
 B. The design of wind power plants.
 C. The worldwide movement to save energy.
 D. The global trend towards producing power from wind.

Test Writing 1

You are 李华 (of course). Write a letter to your girlfriend/boyfriend apologizing for missing your date last weekend. Tell her why three reasons you couldn't come, and what you should have done (100 words). The beginning has been finished for you.

Dear Drolma/Tashi,
 I'm so sorry that I missed our date last weekend. _____

Love,
 Li Hua

Test Writing 2 (2011 四川省绵阳市第二次诊断)

你的朋友魏东获得了一笔到美国留学一年的奖学金。他去的那所学校碰巧有你一位好朋友 Dick。你写信把魏东介绍给 Dick，希望他能帮助、照顾魏东，愿他们也成为好朋友。

- 注意：1. 词数 100 左右；
 2. 可以适当增加细节，以使行文连贯，意义完整。
 3. 开头语已为你写好。

Dear Dick,
 One of my best friends Wei Dong has just won a scholarship to study for one year in the United States. _____

Yours,
 Li Hua

Test Writing 3 (2008 全国 II)

假定你是李华，你的英国朋友 Peter 来信向你咨询如何才能学好中文。请你根据下列要点写封回信。

- 要点：1. 参加中文学习班；
2. 看中文书刊、电视；
3. 学唱中文歌曲；
4. 交中国朋友。

- 注意：1. 词数 100 左右；
2. 可以适当增加细节，以使行文连贯；
3. 开头语已为你写好。

June 8, 2008

Dear Peter,

I'm glad to receive your letter asking for my advice on how to learn Chinese well.

Best wishes,
Li Hua



Vocabulary 1: Ways of thinking

Half Full	Half Empty



Why half full?

Why half empty?

The adjectives below describe different ways of thinking or “viewpoints” (观点, 观点).

<input type="checkbox"/> Optimistic	1. Your argument is <u>irrational</u> - it doesn't make any sense.
<input type="checkbox"/> Pessimistic	2. If you appreciate tradition and don't like change, maybe you are _____.
<input type="checkbox"/> Liberal	3. We only have two days' holiday – don't you think traveling all the way to Beijing is _____?
<input type="checkbox"/> Conservative	4. Holiday tomorrow? I'm _____ - I don't believe you.
<input type="checkbox"/> Skeptical	5. He is a very _____ person – he looks down on everyone, and never believes or trusts anyone but himself.
<input type="checkbox"/> Cynical	6. The person who always looks at the good side of everything is _____.
<input type="checkbox"/> Logical	7. Drolma's sort of a(n) _____ person – she's always doing crazy and unusual things that nobody understands.
<input type="checkbox"/> Illogical	8. You want to be an NBA player? Those jobs are so difficult to get! You should be more _____ about your future.
<input type="checkbox"/> Rational	9. Nora is the best student, so she is the _____ choice for the scholarship (奖学金 བསྐྱབ་འབྲས་གཞིངས་དངུལ) prize.
<u>1</u> Irrational	10. Lobsang is always sad, depressed, worrying – why is he so _____?
<input type="checkbox"/> Realistic	11. He is a very calm, reasonable and _____ person.
<input type="checkbox"/> Unrealistic	12. If you like change, reform (改革 བཅོས་བསྐྱུར།) and differences, maybe you are a _____ person.

Now, talk with your friends to see how your points of view are different. Write down four differences between your point of view and your friends' using the vocabulary words above.

Example: I'm a very rational person – I always am in control of myself and rarely do crazy things, while my friend Ben is completely irrational and always doing crazy things.

1. _____
2. _____
3. _____
4. _____

Text: A Blind Date

Puntsok stood outside the restaurant, terrified of going in. For inside waited his blind date: Drolma.

Puntsok's friend Tsering had set up this date a week earlier. But whereas Tsering was excited and optimistic about the upcoming date, Puntsok was feeling pessimistic and worried.

"I don't like meeting girls on blind dates (男女初次约会 མོ་མོས་ཐོག་དང་མོ་མོ་ལྟུང་ཆད) like this", Puntsok

had said to Tsering the night before the date was to happen. "Although I'm not very sociable, I would still rather meet them myself."

"Puntsok", Tsering said, "you haven't had a girlfriend in two years! I needed to do something. If I hadn't organized this date, you would be spending tomorrow night watching TV by yourself. And you should be exited – my friend Drolma is a beautiful, lively, intelligent and interesting girl. You'll love her!"

"I don't know", said Puntsok. "Why would she like me? She has no reason to like me...what if our personalities don't match? Maybe she'll reject me instead. And besides, I don't even know her! Your argument is so irrational – it makes no sense!"

"Don't be so skeptical," said Tsering. "You're just a bit nervous – that's perfectly normal before a date! Don't worry - it will all go perfectly."

So now, Puntsok found himself outside of the restaurant. He took a deep breath, pushed open the door and walked inside.

He looked around but didn't see anyone who might be Drolma. He looked at his watch in panic, then felt relief: he was ten minutes early, so she probably hadn't arrived yet. He sat down to wait.

Thirty minutes later, a beautiful young woman walked through the door. She was wearing a beautiful robe and her eyes sparkled as she looked around the room. Finally her eyes rested on Puntsok.

"Are you Puntsok?" she asked.



Puntsok stammered (结结巴巴地说 རྒྱུ་ཞུ་བ་ཀྱིས་བཤད་པ) a bit, lost for words when faced with her beauty. “Yes, I am,” he said. “Would you join me for dinner?”

They sat down and started to talk. At first, Puntsok was completely intimidated (胆怯, 怯场 ཉང་སངས་བ) by Drolma. Her beauty, her strong, confident personality and her sparkling eyes made him feel small and weak. “Why did I ever agree to this?” he thought. “Tsering was totally unrealistic - she’s far too good for me! She’ll find a man who is stronger and more intelligent instead.”

But the more they talked, the more Puntsok’s unease disappeared. The two were in many ways complete opposites. During a discussion of American politics, he discovered that she was liberal, supporting change, freedom and progress – as well as the American Democratic Party (美国民主党的 ཨ་རིའི་དམངས་གཙོ་ཏང་གི). He, however, had always been conservative; he didn’t like change and he had always liked the Republicans (共和党的 རྒྱུ་མཐུན་ཏང་གི). And when they talked about their dreams for the future, he discovered more differences. He had always been very realistic about his future job prospects; he had been a good student, but he preferred to take a quiet job at a local company with a modest salary rather than do something crazy. She, however, had all sorts of crazy dreams: she wanted to become a movie star in India, but she also wanted to be a diplomat and, possibly, create a clothing company.

“Don’t you think it’s unrealistic to have all those dreams for your future?” he asked.

“Does it matter?” she asked. “They’re only dreams. I’ll try to make them happen, but who knows what the future may bring? And what’s the point of being rational and calculating (精心策划的, 蓄意的 རེམས་ཞིབ་མཐོང་འཆར་གཞི་བཟོས་བ) if the future is always uncertain?”

And that was the point where he knew that he really loved her. Although they were opposites in many things, he saw that these differences made them closer. In the end, the date was a complete success! They ended up talking for hours about their lives and interests and wishes and hopes.

It was completely illogical, he thought as he went home, that they were so different but nevertheless interested in and attracted to each other. But Tsering told him the next day not to think too much about it.

“Love isn’t logical”, he said. “There’s not always a reason for love – it just happens. I’m so happy that the two of you got along well!”

Puntsok later apologized to Tsering for having been so cynical and mistrustful about the date. For as it happened, he and Drolma got along really well – well enough to get married two years later!

Reading Comprehension Questions

1. Why was Puntsok terrified to go into the restaurant?

2. How did Puntsok feel about the date?

3. Why did Tsering organize the date? How did he feel about it?

4. What did Tsering say to Puntsok before the date? Why?

5. What happened when Puntsok went into the restaurant?

6. How did Drolma look?

7. How did Puntsok feel at first when talking to Drolma?

8. Did these feelings change later? How?

9. How were Puntsok and Drolma different? (2 sentences or more)

10. What were Puntsok's and Drolma's dreams for the future – and how were they different?

11. Was the date successful? Why or why not?

12. What did Tsering say about the date?

13. What happened with Puntsok's and Drolma's relationship?

Grammar: Conjunctions

Conjunctions connect different parts of a sentence – different things, people, places, ideas, actions or qualities. You already know some conjunctions, such as “but” “if” “and” “or” and “because”. For example:

འབྲེལ་ཚིག་ནི་ཚིག་མི་འདྲ་བ་པམ་ཚུན་འབྲེལ་བ་ཆགས་བྱེད་ཡིན། མི་འདྲ་བའི་དངོས་བོ། མི། ས་ཆ། བསམ་ཚུལ། བྱ་སྤྱོད། རྒྱ་
སྤྲུལ་སྟངས། བྱེད་ཀྱིས་ཤེས་ཟིན་པའི་འབྲེལ་ཚིག་འགའ་ཏེ། དཔེར་ན་“but” “if” “and” “or” དང་ “because”.

- ☐ Should I eat chicken or beef for dinner tonight?
- ☐ She was angry because her boyfriend forgot to meet her.
- ☐ I would go to bed now if only I were finished my homework.
- ☐ Luke won the running race and the throwing competition.

For reference, see Appendix 9 – Common Conjunctions at the end of this book.

Exercise 1: Make sentences using the conjunctions below

1. although _____
2. and _____
3. or _____
4. because _____
5. but _____
6. since _____
7. so _____

8. unless _____
9. until _____
10. when _____

Exercise 2: Complete the sentences using and, so, when, because, but or as

1. I am sad _____ depressed.
2. I am sad _____ we have math class now.
3. I am sad because I did badly on the test _____ hopeful for the future.
4. I am sad _____ it is raining.
5. I am sad, _____ I won't be coming to the party tonight.
6. I will study hard _____ I want to become a doctor.
7. Tashi was working on his house _____ it started to rain.
8. He went to Xining, _____ he forgot to take any money with him.
9. I will be at the airport _____ you arrive.
10. He wants to become a doctor, _____ there is no doctor in his village.
11. I don't know whether to laugh _____ cry.
12. Lobsang didn't finish his homework, _____ the teacher was very angry.
13. You need to study both English _____ math for the test.
14. Do you want to travel to Zeku _____ Labrang?
15. I know - you're angry _____ I was late to our date!

Exercise 3: Complete the sentences using although, and, because, but, or, since, so, unless, until, when.

1. Things were different _____ I was young.
2. I enjoy playing basketball, _____ I'm a very bad player.
3. Let's wait here _____ the rain stops.
4. You cannot be a lawyer _____ you have a law degree (学位 བསྐྱབ་གནས).
5. _____ he is a good student, he really hates studying.
6. Abby has not called Jack _____ she broke up with him last week.
7. I saw him leaving an hour _____ two ago.
8. This is an expensive _____ very useful book.
9. We were getting tired _____ we stopped for a rest.
10. Aaron was angry _____ he heard what happened.
11. Walk quickly _____ you will be late.
12. He had to retire (退休 ལས་འགྱུར་ངལ་གསོ) _____ of bad health.
13. We will go swimming next Sunday _____ it's raining.
14. I heard a noise _____ I turned the light on.
15. Would you like a coffee _____ tea?
16. Do you know _____ Rosemary will arrive?
17. _____ the car is old, it still runs well.
18. Do you want a pen _____ a bit of paper?
19. I would like to go _____ I am too busy.
20. She will die _____ the doctors operate immediately.

Exercise 4: Write sentences using the conjunctions below

1. unless _____
2. in case _____
3. if _____
4. as long as _____
5. when _____

Exercise 5: Complete the sentences using unless, in case, if, as long as, or when

1. You won't learn English very fast _____ you make an effort (努力, 费力 ལུས་བསྐྱོན།) and try hard.
2. You will continue to learn _____ you work hard and stay focused.
3. You should also carry around a notebook _____ you hear or see any new English words, so you can write them down immediately.
4. There are many places you can get a job teaching in Xining, but here are some other places in Lanzhou just _____ you can't find a job in Xining.
5. Have you ever wondered _____ there is life on other planets?
6. You'll notice your English has improved _____ you start using it outside the classroom – talking to other foreigners, or watching American movies.
7. I brought some juice _____ anyone gets thirsty during the meeting.
8. I will take the job _____ the pay is low.
9. _____ you continue to train (训练, 锻炼 སྒྱུར་བཅོམ།) hard, I'm sure you can win the race at the sports meeting next week.
10. I'm going to take an umbrella _____ it rains.
11. He was walking outside _____ it started to rain.
12. _____ Lobsang is at the party, I'm not going.
13. _____ Lobsang isn't at the party, I'm not going.
14. I'll drive my motorcycle to the party _____ we want to leave early.

Exercise 6: Write the meanings (in English!) of the conjunctions below. Then, create sentences using the conjunctions.

1. consequently = _____ because of this, as a result
☐ example _____
2. however = _____
☐ example _____
3. nevertheless = _____
☐ example _____
4. while = _____
☐ example _____
5. moreover = _____
☐ example _____
6. instead = _____
☐ example _____
7. rather than (or rather X than X) = _____
☐ example _____

Exercise 7: Complete the sentences using consequently, however, nevertheless, while, moreover, instead or rather than (or rather X than X)

1. Though the weather is terrible today, he _____ decided to go on the long hike up mount Amnye Taklung.
2. My boyfriend is very handsome! And _____, he's smart and caring.
3. Because he was sick, Tashi decided to work from home _____ go to his office.
4. I don't feel like cooking tonight – let's go to a restaurant _____.
5. He's a good student; _____, he's sometimes a bit crazy in class.
6. Yontan punched Tsering in the classroom! _____, both of them were punished and forced to go without food for a week.
7. I like to eat dumplings, _____ my girlfriend likes to eat noodles.
8. I'm very busy! I have three tests tomorrow. _____, I have to finish a book report for English and a Tibetan essay. _____, I won't be able to go to bed until very late tonight.
9. _____ I enjoy watching movies, I _____ prefer reading books.
10. Lucy's boyfriend broke up with her; _____, she found a new boyfriend recently. _____, she loves this new boyfriend more than the last one. _____, she's not at all upset about the break-up.
11. You would _____ (1) have the fish _____ (2, same conj) the steak? Then I'll change my order. I'll have the steak _____.
12. I love to climb mountains. _____, I realize that the weather today is too bad to climb Amnye Shachung. Let's go tomorrow _____.

Phrasal Verbs 8: No Object (intransitive)

The phrasal verbs we've studied so far (separable or inseparable) are all transitive, which means there is an _____ after.

- ☐ You need to clean up your room.
 - Subject _____
 - Object _____

The verbs below are intransitive phrasal verbs. Intransitive phrasal verbs are not followed by an _____.

- ☐ My car broke down yesterday.
 - Subject _____
 - Object _____

None of the verbs below take an object. Because of this they are inseparable.

Verb	Meaning	Example
Break down	Stop working (properly)	My car broke down on the road to Zeku! Can you come help me?
Break out	Happen suddenly	War broke out between the United

		States and Iraq in 2003.
Break up	End a relationship, separate	Martin and Sonia broke up? That's so sad...
Come in	Enter a room	Please come in!
Dress up	Put on nice (or special) clothing	I dressed up for Sarah and Devin's wedding last month.
Eat out	Eat at a restaurant (not at home)	Do you want to eat out tonight, or would you rather cook?
Fall down	Fall to the ground	The road was slippery with the new snow, so I fell down several times.
Fill in	To work for someone, to substitute	Our math teacher was sick, so Mr. Wang filled in for him yesterday.
Get up	1. get out of bed 2. stand up	When do you get up each morning? Please get up from your chair.
Give up	To quit doing or stop trying something	I can't make dumplings – mine are so ugly. I give up – you do it instead.
Go on	Continue	Don't stop – please go on singing.
Go out	Not stay at home	Do you want to go out with friends tonight?
Grow up	Become an adult	I grew up in Philadelphia, but I don't live there anymore.
Hang up	End a phone conversation	I hung up when we finished talking.
Move in (to)	To start living in a new house	When did you move in to the apartment next door?
Move out (of)	Leave a home, stop living somewhere	I moved out of that apartment last month.
Pick up	To improve (business)	Business really picked up this year!
Show up	To come, appear (at a place)	You certainly showed up late for class!
Sit back	Put your back on the back of a chair, to relax	Please sit back and relax while I get you something to drink.
Speak up	Speak louder	I can't hear you - please speak up! Don't be shy!
Start over	Begin again	I did the homework all wrong, so I had to start over from the beginning.
Stay up	Not go to bed	You shouldn't stay up so late every night!
Take off	Go up in an airplane	The plane took off from the Xining airport.
Turn out	To become, the result of something	He was terrible as a little child, but he turned out to be a nice young man.

Exercise 1: Complete the sentences by filling in the phrasal verbs

1. I want to make sure you're comfortable! Just sit _____ and relax – you have nothing to do today!
2. I'm so tired I can't go _____. I have to take a rest.
3. Do you want to cook tonight, or would you rather eat _____?
4. You should really get dressed _____ for the party tonight – you can't wear those old, dirty clothes!
5. I get _____ around seven every morning.
6. It's so nice to see you, Mr. Brown! Please come _____ and sit _____, and I'll make you some tea.
7. My motorcycle broke _____ in the middle of the grasslands with nobody around! I had to walk for hours before I found someone to help me.
8. I'm going to bed, but you should stay _____ and read if you want.
9. Students – please stand _____.
10. I don't want to stay home this evening – let's go _____ instead.
11. When the new phone was introduced in Shanghai, a riot (暴乱 རྩེད་འཁྱུག) broke _____ among impatient shoppers waiting to get into the store.
12. My back hurts! It must be because I slipped and fell _____ as I was walking down the snowy street.
13. Did Bob show _____ to the party tonight, or did he stay home?
14. A: Are Rob and Val getting married anytime soon?
B: No, they're not...they broke _____ this summer!
15. Can you speak _____? I can't hear you.
16. Now that my neighbors moved _____, why don't you move _____ to their apartment so we can live close to each other?
17. My girlfriend hung _____ on me when I tried to call her! I hope nothing's wrong.
18. I can't climb this mountain – I give _____.
19. You've done this worksheet all wrong – you need to start _____.
20. The plane took _____ from the airport two hours late.
21. I know you're worried about your mother in the hospital, but I'm sure everything will turn _____ OK.

Exercise 2: Speaking - work in groups of two.

Speaker A: read the sentence with your book open.

Speaker B: finish Speaker A's sentence with your book closed.

1. When the teacher came into the classroom, all the students stood up.
2. Tonight I want to leave the house – let's go _____.
3. When you go to a wedding you should dress _____.
4. On Saturday night, Tashi went to the internet cafe and stayed _____ late.
5. The ice was slippery, and many people fell _____.
6. Yesterday, the copy machine broke _____.
7. Welcome to my home! Please sit _____.
8. Relax into the chair – please sit _____.
9. Did you hear that Kobe and his girlfriend broke _____.
10. Do you know how everything between Tsering and his girlfriend turned _____?
11. You sing beautifully! Don't stop - please go _____.
12. A war between France and England suddenly broke _____.

13. Students, please come_____!
14. I really want to eat Sichuan food but can't cook it. Tonight, let's eat_____.
15. My father can't hear very well, so make sure you speak_____.
16. I didn't see you at the meeting yesterday, and I'd thought you were going to show_____.
17. This math problem is impossible! I give_____.
18. The flight to Beijing sped up along the runway before taking_____.
19. What time did you get_____?
20. What year was that building put_____?

Grammar: Mixed Verbs Cloze

Use any simple, continuous, perfect, or perfect continuous verb (past, present or future) to complete the story.

Last Saturday afternoon, I _____ (walk) in the mountains above Rebgong and enjoying the beautiful scenery. I _____ (walk) for several hours when I suddenly _____ (see) several large marmots (འབྲུ་བ) running towards me across the



grassland. I quickly _____ (jump) up and _____ (run) away as fast as I could. For I _____ (want) to make absolutely sure that the marmot wouldn't be able to catch me.

Why, you ask, _____ (be) I afraid of such a small animal? The evening before, I _____ (read) the story of the 2009 pneumonic plague (肺鼠疫 རྩུ་ནད) outbreak (爆发 ལྷུང་བ) in Xinghai County. In that year, a herder's dog _____ (eat) a marmot and suddenly _____ (fall) ill. The dog soon _____ (die), and _____ (bury [passive]) by the herder. But soon after the dog _____ (bury [passive]), the herder also _____ (become) sick. It was not long before he, too, _____ (die).

At first, nobody _____ (be able to) figure out the cause of this strange illness. But soon, some doctors from Xining _____ (visit) Xinghai and _____ (test) some local people. They soon _____ (recognize) the illness as the pneumonic plague, a disease which _____ (come) to Xinghai many years earlier but, before the herder died, _____ (believe [passive]) by locals to have gone away forever. However, the doctors said that recently the plague _____ (infect) people all over the Tibetan Plateau,

and that it _____ (cause) many deaths. And lastly, they _____ (tell) the people that the disease _____ (usually/spread [passive]) by marmots.

This story _____ (be) the reason I was so afraid when seeing the marmots on my hike. I _____ (always be) worried about catching diseases like the pneumonic plague. In the future, I _____ (make sure) that I stay away from all marmots. And you should too! If you see someone who _____ (bite [passive]) by a marmot, make sure they get to the hospital as quickly as possible!

Cloze 1 (2011 陕西师大附中一模)

Many students find the experience of attending university lectures to be a confusing and frustrating experience. The lecturer speaks for one or two hours, perhaps 1 the talk with slides, writing up important information on the blackboard, 2 reading material and giving out 3. The new student sees the other students continuously writing on notebooks and 4 what to write. Very often the student leaves the lecture 5 notes which do not catch the main points and 6 become hard even for the 7 to understand.

Most institutions provide courses which 8 new students to develop the skills they need to be 9 listeners and note-takers. 10 these are unavailable, there are many useful study-skills guides which 11 learners to practice these skills 12. In all cases it is important to 13 the problem 14 actually starting your studies.

It is important to 15 that most students have difficulty in acquiring the language skills 16 in college study. One way of 17 these difficulties is to attend the language and study-skills classes which most institutions provide throughout the 18 year. Another basic 19 is to find a study partner 20 it is possible to identify difficulties, exchange ideas and provide support.

- | | | | |
|----------------------|-----------------|-----------------|-----------------|
| 1. A. extending | B. illustrating | C. performing | D. conducting |
| 2. A. attributing | B. contributing | C. distributing | D. explaining |
| 3. A. assignments | B. information | C. content | D. definition |
| 4. A. suspects | B. understands | C. wonders | D. convinces |
| 5. A. without | B. with | C. on | D. except |
| 6. A. what | B. those | C. as | D. which |
| 7. A. teachers | B. classmates | C. partners | D. students |
| 8. A. prevent | B. require | C. assist | D. forbid |
| 9. effective | B. passive | C. relative | D. expressive |
| 10. A. Because | B. Though | C. Whether | D. If |
| 11. A. enable | B. stimulate | C. advocate | D. prevent |
| 12. A. independently | B. Repeatedly | C. logically | D. generally |
| 13. A. evaluate | B. acquaint | C. tackle | D. formulate |
| 14. A. before | B. after | C. while | D. for |
| 15. A. predict | B. acknowledge | C. argue | D. ignore |
| 16. A. to require | B. required | C. requiring | D. are required |
| 17. preventing | B. withstanding | C. sustaining | D. overcoming |
| 18. average | B. ordinary | C. normal | D. academic |
| 19. A. statement | B. strategy | C. situation | D. suggestion |
| 20. A. in that | B. for which | C. with whom | D. such as |

Cloze 2 (2011 辽宁协作体模拟)

One day I decided to quit. I went to the 1 to have one last talk with God. "Can you give me one good 2 not to quit" His answer surprised me.

"Look around. Do you see the fern (蕨类植物) and the bamboo? When I planted their seeds, I took good care of them. The fern quickly grew from the earth. 3 nothing came from the bamboo seed. During the following three years, the fern grew more plentiful. And 4, nothing came from the bamboo seed. But I did not quit on the bamboo. Then in the fifth year a 5 sprout (新芽) emerged (出现) from the earth. Compared to the fern it was 6 small and insignificant. But just 6 months later the bamboo 7 to over 100 feet tall. It had spent the five years growing 8. Those roots made it strong and gave it 9 it needed to survive. I wouldn't give any of my creations a challenge it could not 10."

He said to me. "All this time you have been struggling, you have 11 been growing roots. I would not quit on the bamboo. 12 will I ever quit on you. Don't 13 yourself with others. The bamboo had a different 14 from the fern. Yet they both make the forest beautiful. Your time will 15. You will rise high!"

"How high should I rise" I asked.

"How high will the bamboo rise" He asked 16. "As high as it can" I 17.

"Yes," He said. "Give me glory 18 rising as high as you can."

I left the forest and bring back this story. I hope it can help you see that God will never 19 on you. Never regret a day in your life. Good days give you happiness. Bad days give you 20. Both are necessary to life.

- | | | | |
|---------------------|----------------|---------------|----------------|
| 1. A. farm | B. woods | C. bushes | D. heaven |
| 2. A. reason | B. sense | C. response | D. explanation |
| 3. A. Even | B. Instead | C. Yet | D. Rather |
| 4. A. often | B. always | C. ever | D. again |
| 5. A. thin | B. tiny | C. weak | D. short |
| 6. A. largely | B. entirely | C. seemingly | D. probably |
| 7. A. raised | B. provided | C. rose | D. produced |
| 8. A. fruits | B. leaves | C. seeds | D. roots |
| 9. A. which | B. where | C. how | D. what |
| 10. A. handle | B. explore | C. present | D. offer |
| 11. A. particularly | B. actually | C. merely | D. obviously |
| 12. A. Either | B. So | C. Neither | D. As |
| 13. A. furnish | B. associate | C. connect | D. compare |
| 14. A. purpose | B. recognition | C. credit | D. possibility |
| 15. A. go | B. come | C. get | D. leave |
| 16. A. in nature | B. in exchange | C. in respect | D. in turn |
| 17. A. questioned | B. required | C. requested | D. remarked |
| 18. A. from | B. with | C. by | D. for |
| 19. A. cut up | B. give up | C. break up | D. pick up |
| 20. A. experiences | B. strengths | C. awards | D. ambitions |

Test Reading 1 (2011 天津)

Blind imitation (模仿) is self-destruction. To those who do not recognize their unique worth, imitation appears attractive; to those who know their strength, imitation is unacceptable.

In the early stages of skill or character development, imitation is helpful. When I first learned to cook, I used recipes (菜谱) and turned out some tasty dishes. But soon I grew bored. Why follow someone else's way of cooking when I could create my own? Imitating role models is like

using training wheels on a child's bicycle; they help you get going, but once you find your own balance, you fly faster and farther without relying on them.

In daily life, imitation can hurt us if we subconsciously (下意识地) hold poor role models. If, as a child, you observed people whose lives were bad, you may have accepted their fear and pain as normal and gone on to follow what they did. If you do not make strong choices for yourself, you will get the results of the weak choices of others.

In the field of entertainment, our culture glorifies celebrities. Those stars look great on screen. But when they step off screen, their personal lives may be disastrous. If you are going to follow someone, focus on their talent, not their bad character or unacceptable behaviors.

Blessed is the person willing to act on their sudden desire to create something unique. Think of the movies, books, teachers, and friends that have affected you most deeply. They touched you because their creations were motivated by inspiration, not desperation. The world is changed not by those who do what has been done before them, but by those who do what has been done inside them. Creative people have an endless resource of ideas. The problem a creator faces is not running out of material; it is what to do with the material knocking at the door of imagination.

Study your role models, accept the gifts they have given, and leave behind what does not serve you. Then you can say, "I stand on the shoulders of my ancestors' tragedies and declare victory, and know that they are cheering me on."

1. Imitation proves useful when you _____.
 A. know you are unique
 B. lose the balance of life
 C. begin to learn something new
 D. get tired of routine practice
2. To avoid the bad result of imitation, we should _____.
 A. forget daily fear and pain
 B. choose the right example
 C. ask others for decisions
 D. stay away from stars
3. According to the author, the world moves on because of those who are _____.
 A. desperate to influence others with their knowledge
 B. ready to turn their original ideas into reality
 C. eager to discover what their ancestors did
 D. willing to accept others' ideas
4. The trouble a creator faces is _____.
 A. the lack of strong motivation
 B. the absence of practical ideas
 C. how to search for more materials
 D. how to use imagination creatively
5. What is the author's purpose in writing this passage?
 A. To highlight the importance of creativity.
 B. To criticize the characters of role models.
 C. To compare imitation with creation.
 D. To explain the meaning of success.

Test Reading 2 (2011 天津)

In the fall of 1985, I was a bright-eyed girl heading off to Howard University, aiming at a legal career and dreaming of sitting on a Supreme Court bench somewhere. Twenty-one years later I am still a bright-eyed dreamer and one with quite a different tale to tell.

My grandma, an amazing woman, graduated from college at the age of 65. She was the first in our family to reach that goal. But one year after I started college, she developed cancer. I made the choice to withdraw from college to care for her. It meant that school and my personal dream would have to wait.

Then I got married with another dream: building my family with a combination of adopt and biological children. In 1999, we adopted our first son. To lay eyes on him was fantastic---and very emotional. A year later came our second adopted boy. Then followed son No. 3. In 2003, I gave birth to another boy.

You can imagine how fully occupied I became, raising four boys under the age of 81. Our home was a complete zoo - a joyous zoo. Not surprising, I never did make it back to college full-time. But I never gave up on the dream, either. I had only one choice: to find a way. That meant

talking as few as one class each semester.

The hardest part was feeling guilty about the time I spent away from the boys. They often wanted me to stay home with them. There certainly were times I wanted to quit, but I knew I should set an example for them to follow through the rest of their lives.

In 2007, I graduated from the University of North Carolina. It took me over 21 years to get my college degree!

I am not special, just single-minded. It always struck me that when you're looking at a big challenge from the outside it looks huge, but when you're in the midst of it, it just seems normal. Everything you want won't arrive in your life on one day. It's a process. Remember; little steps add up to big dreams.

1. When the author went to Howard University, her dream was to be _____.
A. a writer B. a teacher C. a judge D. a doctor
2. Why did the author quit school in her second year of college?
A. She wanted to study by herself. B. She fell in love and got married.
C. She suffered from a serious illness. D. She decided to look after her grandma.
3. What can we learn about the author from Paragraphs 4 and 5?
A. She was busy yet happy with her family life. B. She ignored her guilty feeling for her sons.
C. She wanted to remain a full-time housewife. D. She was too confused to make a correct choice.
4. What does the author mostly want to tell us in the last paragraph?
A. Failure is the mother of success. B. Little by little, one goes far.
C. Every coin has two sides. D. Well begun, half done.
5. Which of the following can best describe the author ?
A. Caring and determine. B. Honest and responsible.
C. Ambitious and sensitive D. Innocent and single-minded.

Test Reading 3 (2011 重庆)

Getting rid of dirt, in the opinion of most people, is a good thing. However, there is nothing fixed about attitudes to dirt.

In the early 16th century, people thought that dirt on the skin was a means to block out disease, as medical opinion had it that washing off dirt with hot water could open up the skin and let ill in. A particular danger was thought to lie in public baths. By 1538, the French king had closed the bath houses in his kingdom. So did the king of England in 1546. Thus began a long time when the rich and the poor in Europe lived with dirt in a friendly way. Henry IV, King of France, was famously dirty. Upon learning that a nobleman had taken a bath, the king ordered that, to avoid the attack of disease, the nobleman should not go out.

Though the belief in the merit of dirt was long-lived, dirt has no longer been regarded as a nice neighbor ever since the 18th century. Scientifically speaking, cleaning away dirt is good to health. Clean water supply and hand washing are practical means of preventing disease. Yet, it seems that standards of cleanliness have moved beyond science since World War II.

Advertisements repeatedly sell the idea: clothes need to be whiter than white, cloths ever softer, surfaces to shine. Has the hate for dirt, however, gone too far?

Attitudes to dirt still differ hugely nowadays. Many first-time parents nervously try to warn their children off touching dirt, which might be responsible for the spread of disease. On the contrary, Mary Ruebush, an American immunologist (免疫学家), encourages children to play in the dirt to build up a strong immune system. And the latter position is gaining some ground.

1. The kings of France and England in the 16th century closed bath houses because _____.
A. they lived healthily in a dirty environment.
B. they thought bath houses were too dirty to stay in
C. they believed disease could be spread in public baths
D. they considered bathing as the cause of skin disease
2. Which of the following best describes Henry IV's attitude to bathing?

- A. Afraid. B. Curious. C. Approving. D. Uninterested.
3. How does the passage mainly develop?
- A. By providing examples. B. By making comparisons.
- C. By following the order of time. D. By following the order of importance.
4. What is the author's purpose in writing the passage?
- A. To stress the role of dirt. B. To introduce the history of dirt.
- C. To call attention to the danger of dirt. D. To present the change of views on dirt.

Test Writing 1 (2010 河北邯郸一模)

现在许多学校对学生采取封闭管理，同学们对此看法不一。假如你是李华，你的外教要求你就此话题用英文写一篇短文。请根据下表所提供的信息完成短文, 字数 100 左右。

有的同学认为	有的同学认为	你的看法
1. 学校限制我们的自由; 2. 学生和社会接触少; 3. 学生的兴趣和爱好不能得到充分的发展。因此.....	1. 学校是学习知识的地方; 2. 学生应该安心在学校里学习; 3. 一些学生缺乏自控能力, 离开了老师, 可能会.....

注意：1、词数 100 左右； 2、不要逐字翻译； 3、短文开头已给出。

Nowadays a lot of schools keep their students in school all day long

Test Writing 2 (2010 浙江温州一模)

一个周六的下午，“绿眼睛”环保组织成员李华和王平在河边开展环保行动时发现了一只小鸟受伤了，在地上无法飞行, 于是他们展开了抢救行动。你就此事写一篇新闻报道。

- 要点如下:
1. 时间、地点、情景;
2. 描述处理方式, 包括救助, 治疗,
3. 简要谈谈你的感想。
- 注意：词数 100-120; 已给部分不计词数;
- 参考词汇：“绿眼睛”环保组织: Green Eyes

Saving The Wounded Bird

One Saturday afternoon, Li Hua and Wang Ping, members from “Green Eyes”, _____

Vocabulary 2: Philosophy and Values

What is philosophy? _____

Who are some famous philosophers? Name at least three.

What ideas did they have?

1. _____
2. _____
3. _____

What are values? _____

What do you value the most in life? What is the most important value for you – and why?

Match the words below to the sentences in which they best fit

1. Morals (n), moral (adj), morality (n)*

2. Ethics (n), ethical (adj)

3. Compassion (n), compassionate (adj)

4. Courage (n), courageous (adj)

5. Forgiveness (n), forgive (v)

6. Honesty (n), honest (adj)

7. Loyalty (n), loyal (adj)

8. Perseverance (n), persevere (v)

9. Discipline (n/v)

10. Sensitivity (n), sensitive (adj)

11. Tolerance (n), tolerate (v), tolerant (adj)

12. Peace (n), peaceful (adj)

13. Justice (n), just (adj)

14. Equality (n), equal (adj)

15. Respect (n, v), respectful (adj)

16. Honor (n, v), honorable (adj)

1 Tibetan morality and American morality are not the same.

_____ Tibetan mastiffs are _____ (adj) to their owners.

_____ People say that _____ (n) is when you get what you deserve (应得, 应受 རྩོམ་འོས་པ་)

_____ Children should _____ (n) their elders.

_____ We must be _____ (adj) of different kinds of people

_____ He is so _____ (adj) – he always knows how others feel.

_____ There is rarely _____ (n) in the Middle East (中东 རྒྱུས་ཤར་) – there is always fighting.

_____ Yangzom was sorry, so she asked her friend for _____.

_____ She is so _____ (adj) – she's always caring for others.

_____ He is a man of _____ (n) – he's kind, honest, fair, and deserves our respect.

_____ It's not _____ (adj) to hurt others.

_____ In modern society, women and men may be _____ in rights but not in salaries.

_____ The students have good _____ (n); they are usually well-behaved in class.

_____ Lobsang isn't _____ (adj) – he often cheats on tests.

_____ Tashi is brave – he has _____ (n).

_____ Athletes must have _____ (n) – they must work hard for a long time to succeed.



NB: Moral (n) also means “lesson” (寓意 བསྐབ་ཚུལ།) as in “what’s the moral of this story?”

Reading: Declaration of Sentiments (1848)



This document was written in 1848 at the first-ever meeting on women’s rights in Seneca Falls, New York. Written mostly by Elizabeth Cady Stanton, the document – which was signed by 68 women and 32 men at the conference – was based on the American Declaration of Independence (美国独立宣言 ཨ་རིའི་རང་བཅོན་བསྐྱུགས་གཏམ།). Known for its courage, honesty and its sensitivity towards the many different problems that American women faced at the time, the document also shows great compassion towards women in its descriptions of marriage and the “injuries” men had caused women over the years.

Declaration of Sentiments (excerpts):

We believe these truths to be self-evident (显而易见的 མངོན་གསལ་དོད་པོ།): that all men and women are created equal; that their Creator [=God] has given them certain natural rights (自然权利 རང་བྱུང་དབང་ཆ།); that among these are life, liberty, and the pursuit of happiness; that governments are created to protect these rights.

Governments with long histories should not be changed except for important reasons. But the patient suffering (饱受, 痛苦 ཐུག་བསྐུལ།) of women under this government requires them to demand the equal rights, status (地位 རོ་གནས།) and justice which they deserve.

The history of mankind is a history of man repeatedly injuring and harming woman to create an absolute tyranny (独裁 བཅོན་དབང་སྲིད་གཞུང།) over her. Man has not once let her have peace. To prove this, let these facts be shown to the world:



- He has made her follow laws she had no voice in making; and has prevented her from voting for representatives (代表 དཔེ་མཆོན།) who could promote (促进, 弘扬 རོང་འཕེལ་གཏོང་བ།) her interests (利益, 权益 སུན་པ།) in government.
- He has prevented her from having rights which are given to the most stupid and morally degraded men, and has oppressed (压迫 བཟུ་གཞོག།) her on all sides.
- He has made her, when married, legally (法律的 བྱིས་ལུགས་ཀྱི།) dead.
- He has taken from her all property, even the wages she earns.
- In marriage, she must promise complete loyalty and obedience to her husband in everything. He becomes her master: the law gives him power to take away her freedom and to punish and discipline her.
- He has monopolized (独占 སྐྱོར་གཙོད།) nearly every type of job, and in those few she is allowed to take, she receives only a small salary.
- He closes to women all the roads to wealth and honor, instead keeping them for himself. Consequently, she is not known as a teacher of religion, medicine, or law.
- He has not allowed her to get a real education, as all colleges are closed to her.

- He has given the world different morals and ethical rules for men and women. Unethical behavior excludes (排斥之外 ཐུར་འདོན་པ) women from society, but is tolerated and forgiven in man.
- He has tried, however he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing (愿意 འཐད་པ) to lead a dependent (依赖 བརྟེན་པ) and abject (绝望的, 可怜的, 悲惨的 ཉམ་ང་བ) life.

Now, due to (由于 དེས་ཀྱིན་གྱིས) this social and religious degradation of one-half the people of this country—due to the unjust laws above, and because women do feel cheated and deprived of their rights, we insist that they immediately have all the rights and privileges (优惠, 特权 དམིགས་བསལ་གྱི་དབང་ཆ) which belong to them as citizens of these United States. We will persevere until this goal is achieved.

Source: Modern History Sourcebook: The Declaration of Sentiments, Seneca Falls Conference, 1848;

Reading Comprehension Questions

1. Where and when was the Declaration of Sentiments written?

2. What does the Declaration NOT say is a self-evident truth?

a. life b. freedom c. trying to find happiness however you want d. government

3. The Declaration says that government should be changed when _____.

a. there are unimportant problems b. there are important problems

c. women are being treated like men d. men are masters

4. What is the Declaration's view (看法 ལྟ་བ) of history?

5. The document says that men have harmed women in ten different ways. Describe them each (in simple words) below. Add one of your own below.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

6. Ultimately (最终 མཇུག་མཐར), what do the writers of the Declaration want? How will they try to achieve their goals? (3 sentences or more) _____

Grammar: Clauses describing People

- ☐ The man who works at the dumpling restaurant is always very kind to me.
- ☐ These are the students who were absent from school yesterday.
- ☐ The book which/that I borrowed from Alice was excellent!
- ☐ This is the movie that I think you should watch tonight.

Like where/there/which for place, we can use who to introduce more information about people and which or that to introduce more information about things.

1. Subject (person/people/thing) + relative clause + V + object

- ☐ The man + who ate my dumplings + is + not friendly.
- ☐ The car + that I wanted to buy + is + red.

The relative clause describes something about the subject.

- ☐ The students who cheated on the test were expelled (开除 ཕྱར་ཕྱད་པ) from university.
- ☐ The woman who came into the shop was wearing a red dress.
- ☐ The box which came in the mail is from my parents.
- ☐ The clothes that I bought yesterday are very comfortable.

2. Pronoun or location word + be + subject + relative clause

- ☐ Here + is + the woman + who came into my office yesterday.
- ☐ Here + is + the toilet + which is broken.

Like above, the relative clause describes something about the person/people who are the subject. Here, the subject is first introduced with a pronoun (he, she, you, they, this, that, these, those) or a location word (here, there, where).

- ☐ Susan is the person who helped me with my homework.
- ☐ Where is the man who stole my wallet?
- ☐ Here is the test that I failed.
- ☐ These are the sheep that my family herds on the grasslands.

NB: We can either describe animals as people (using who/which) or things (using that/which). We often describe animals we know as people, and animals we don't know (or wild animals) as things.

Exercise 1: Read the sentences and answer each question with a name

Example: Nyima's the person who told Yang.

- a. who spoke? Nyima
- b. who listened? _____.

1. A: Did Terry give the flowers to Alice?

B: No, Alice's the person who gave the flowers, and Nate's the person she gave the flowers to.

- a. who gave the plant? _____
- b. who received the plant? _____

2. A: Which one is Samir?

B: Samir's the person who carried Sabrina down the mountain.



A: Then who's Wilson?

B: He's the person who Zach carried.

a. who carried someone? _____ (2 people)

b. who was carried? _____

3. John's the person who Susan told.

a. who spoke? _____

b. who listened? _____

4. David is the person whose umbrella Rosemary took by accident; Gaia was the one who found out and returned it to him.

a. whose umbrella was it? _____

b. who took the umbrella? _____

c. who took the umbrella? _____

5. Kim's the person who told Dorje, who's the person who told Lobsang, who's the person who told Puntsok, who's the person who told Kunchok, who's the person who told Amelia that Sonia is the person who is dating Tserang.

a. who told Tserang? _____ b. who told Lobsang? _____

c. who told Kim? _____ d. who told Kunchok? _____

e. who told Amelia? _____ f. who told Puntsok? _____

g. who is dating Sonia? _____ h. who is dating Tserang? _____



Exercise 2: Complete the conversations by following the model below (speaking)

A: Is this the car which/that Tsering bought from Drolma?

B: No, the car which/that Tsering bought from Drolma is red. This is a different car.

A: Oh – sorry. I was mistaken!



1. the book, was given to us by the teacher, about chemistry



5. the motorcycle, your uncle crashed last year, destroyed



2. the film, our class watched last year, about India



6. the suit, you bought for the wedding, black



3. the injury, you got from playing football, finished healing



7. the temple, was built last year, in another monastery



4. the thangka, was painted by your uncle, a painting of Drolma



8. the mountain, we climbed last year, taller

Exercise 3: Combine the sentences below using relative clauses

Example: The book is on the shelf. It is mine. The book that is on the shelf is mine.

1. The dog ate my homework. The dog is very cute.
_____.
2. The shoes are in the closet. The shoes are Tashi's.
_____.
3. The man helped me buy a bus ticket. The man is handsome.
_____.
4. Here are the clothes. I wore them to my sister's wedding.
_____.
5. The student lost the race. The student is not very fast.
_____.
6. Where are the mountains? We have to climb over the mountains to get to Zeku.
_____.
7. The motorcycle is red. I rode the motorcycle to Garze.
_____.
8. Lobsang is the singer. The singer came to Rebgong last week.
_____.
9. Here is the textbook. The textbook was written by Sonam.
_____.
10. He is the man. The man fought with me last week.
_____.

Exercise 4: Add a relative clause to each of the sentences below

Example: The car is red. The car that my uncle bought this year is red.

1. The mountain is tall. _____
2. The barley is ripe (成熟的 ལྗང་པ) _____
3. Here is the girl. _____
4. Where is the computer? _____
5. The tree is a pine (松树 གསེམ་ལྷང་). _____
6. This is the student. _____
7. That is the monk. _____
8. The hotpot restaurant is delicious. _____

Exercise 5: Combine the sentences below (from two sentences to one)

1. This is the cell phone. I bought the cell phone in America.
_____.
2. Where is the shopkeeper? The shopkeeper was helping me with these clothes.
_____.
3. Is that the dress? The dress cost 4000 RMB!
_____.
4. The yaks love to graze on the sacred mountain. Tashi bought the yaks last year.
_____.
5. The firefighters saved the man in the building. The firefighters were very brave.
_____.
7. The mastiff chased me up a tree. The mastiff is very fierce.
_____.

8. This is the doctor. The doctor cured my illness.

9. Here is the storm. The storm was supposed to come yesterday, but never did.

10. The wolf ate Drolma's sheep. The wolf was killed by Diana.

Grammar: Make, have, let, help, get

We use make, have, let and get followed by an object (usually a person) and a verb in the base form (except for with get, which uses the infinitive) to talk about things that someone can require, cause, or allow another person to do.

ང་ཚོས་ make དང་ have, let, get ཡི་མཛུགས་ཀྱི་དབང་པོ་ལས་ (རྒྱ་ན་ལྟ་བུ་མི་ཞིག་ལ་གོ་དགོས་) ཞིག་དང་ལས་ ཆོག་གི་ཐོག་མའི་རྣམ་པ་དེ་བཞིན་ནས་ཁ་གསུངས་ཤིག་གི་དགོས་མཁོ་དང་དམིགས་ཡུལ། ཡང་ན་མི་གཞན་པ་ཞིག་ལ་བྱ་བ་བྱེད་ དུ་འཇུག་པ་སོགས་ཀྱི་སྒོར་གྱི་དབང་པོ་

1. Make = (1) to require, to demand, to force (an order - you must དེས་བར་དུ་) = (2) to cause

- ☐ Make + object (pronoun/person or people) + V
- ☐ The teacher made the students do their homework.
 - The students had to/were required to do their homework (they had no choice).
- ☐ Listening to the teacher will make you [become] a better student.
 - Listening will cause you to become a better student; you will become a better student if you listen.
 - NB: For the 2nd meaning of make, no verb is needed

2. Let = allow, permit (something someone says you can do མི་ཞིག་གིས་ཁྱོད་ལ་བྱ་བ་གང་རུང་ ཞིག་བྱེད་དུ་འཇུག་པ།)

- ☐ Let + object (pronoun/person or people) + V
- ☐ The teacher let the students go to the bathroom.
 - The teacher allowed the students to go; he/she said they could go.
- ☐ When I was young, my parents let me drive a motorcycle to the monastery.
 - My parents allowed me to drive; they said I could drive.

3. Have = to request/ask/demand, to cause, to make (a request [can you?] or an order - you will, you must) རེ་བ་འདོན་པ། རེ་བ་ཁྱུ་ལ། དགོས་འདོད་འདོན་པ།

- ☐ Have + object (pronoun/person or people) + V
- ☐ I had the school's driver take us to Dobden yesterday.
 - The driver had to/was required to take us (he had no choice)
- ☐ The teacher had the students finish their homework after school
 - The students had to/were required to finish their homework (they had no choice)

4. Get = to make (as above, with the same two meanings) ཐོབ་པ། རྟེན་པ། སོན་པ།

- ☐ Get + object (pronoun/person or people) + to V
 - NB: Get uses the infinitive [to + V] instead of the base form of the verb
- ☐ The shopkeeper got the students to pay him for the snacks they had stolen.
 - The students had to/were required to pay (they had no choice)
- ☐ The teacher got the students to pronounce the word correctly.
 - The teacher caused the students to pronounce it correctly; before, they pronounced it badly, but now they pronounce it well.

5. Help རོགས་རམ།

- ☐ Help + object (pronoun/person or people) + V
- ☐ She helped me move the heavy box from my apartment.
- ☐ I helped Tashi understand the math problem.



Exercise 1: Choose the sentence which has the same meaning

1. The teacher made Billy retake the test.
 - a. Billy took the test again because he was required to
 - b. Billy took the test again because he chose to
2. Teacher Charlotte let us use our dictionaries during the test.
 - a. We could use our dictionaries if we wanted to/chose to
 - b. We had to use our dictionaries; we had no choice
3. Teacher Steve had us write a response to the movie.
 - a. We wrote a response to the movie
 - b. We could choose to write a response to the movie if we wanted to
4. Tashi and Lobsang helped Tsering build a new house.
 - a. Tashi and Lobsang did Tsering's work for him
 - b. All three worked together
5. Teacher Brooke got the monitor to help her plan the class party.
 - a. the head teacher planned the party
 - b. Teacher Brooke planned the party
6. The teacher let us choose our own subject for the research paper.
 - a. we chose our own topic
 - b. we didn't choose our own topic

Exercise 2: Complete the sentences below with make, have, get, let or help. For some sentences, more than one answer is correct

1. I didn't want to stay late, but my boss _____ me work until midnight.
2. I was speeding down the road when the policeman turned on his siren (警报机 ཉེན་བརྒྱུ་འཕྲུལ་ཆས་) and _____ me pull over to the side of the road.
3. The foreigners didn't want to eat the frog stew or any other of the unusual dishes, but Mr. Wang _____ them to try a few bites of each.
4. I didn't have the rent money on time, but my landlord (房东 ཁང་བདག་) _____ me pay the rent late.
5. When the doctor checked my blood pressure (血压 ཁྲག་ཚད་), he _____ me roll up my shirt and make a fist.

6. My sister cleaned the dishes, while my brother _____ me with a math problem.
7. When I was little, my father sometimes _____ me sleep over at my friend's house.
8. After I crashed into the man's motorcycle, the police _____ me pay him back for the damage.
9. Today, my head teacher _____ me go into town to see my grandmother in the hospital.
10. She _____ the headmaster to agree to a class trip to Xining.
11. My parents _____ me visit my girlfriend on Saturday night.
12. The coach (教练 晓亮) _____ the athletes practice for five hours every day before the track meet.

Exercise 3: Complete the summary sentences about the dialogues using make / have / get / let / help + object + verb (correct form; positive or negative)

Example: Student: Do I have to redo this essay?

Teacher: Only if you want to.

Summary: She _____ didn't make him redo _____ (redo) the essay.

1. Tsering: I know you asked us to work in groups, but I want to work alone.
Teacher Tashi: I know, but you need to work in a group today.
☐ Summary: Teacher Tashi _____ (work) in a group.
2. Lobsang: Can we use our dictionaries during the test?
Teacher Tashi: No, you can't.
☐ Summary: Teacher Tashi _____ (use) their dictionaries.
3. Teacher Tashi: Can you clean the blackboard?
Yontan: Of course!
☐ Summary: Teacher Tashi _____ (clean) the blackboard.
4. Drolma: Can I go to the bathroom?
Teacher Tashi: Of course.
☐ Summary: Teacher Tashi _____ (go) to the bathroom.
5. Uncle Dunba: I have a very special dog. It says "meow, meow!"
The King: That's not what dogs sound like!
Uncle Dunba: What do dogs sound like?
The King: They sound like "woof, woof!"
☐ Summary: Uncle Dunba _____ (bark) like a dog.
6. Lhamo: What does this word mean?
Teacher Tashi: Why don't you ask Tsering for help?
☐ Summary: Teacher Tashi _____ (ask) Tsering for help.
7. Puntsok: Do you mind if we take pictures during the class?
Teacher Tashi: No I don't – go ahead!
☐ Summary: Teacher Tashi _____ (take) pictures.
8. Tsering: ཁྱོད་བདེ་མོ། ཁྱོད་ཆེ་ཟེག་ལས་གི་ཡོད།
Teacher Tashi: Tsering – speak English please! English only in the classroom!
Tsering: Sorry teacher!
☐ Summary: Teacher Tashi _____ (speak) English.

9. Lhamo: Teacher Tashi, could you recommend an English movie for us to watch?

Teacher Tashi: Sure, I have some recommendations right here.

- ☐ Summary: teacher Tashi _____ (find) a good English movie.

10. Sonam: I can't think of a good topic for this essay!

Teacher Tashi: Just choose any topic that interests you.

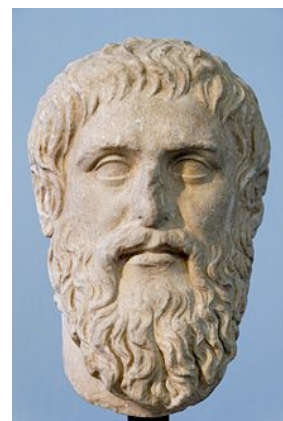
- ☐ Summary: Teacher Tashi _____ (choose) his own topic.

Special Topic: Plato

Plato was a Greek philosopher who lived from 424-348BC. He is often called “the father of Western philosophy”, and has been a great influence on nearly every western philosopher since his death. Most of his philosophy is written in conversations between his teacher, Socrates, and students. In addition to writing philosophical conversations, Plato also founded the Academy of Athens – the first university-like school in Europe.

Plato was very interested in questions about reality, truth and beauty. What is real and true in this world; what is false? What is appearance (出现, 外表 རྩེ་ཚུལ་) and what is reality? In this section from one of his most famous books, The Republic, Plato (using the voice of Socrates) tries to begin answering this question.

Excerpt from Plato's Republic: The Legend (神话 ལྷ་ཐུང་) of the Cave



SOCRATES: And now, let me show how much we are enlightened (开明 རྟེན་པ་) or unenlightened:

Behold! (看! 瞧! ལྟོས་) Human beings are living in an underground cave, whose entrance opens towards the light above. The light reaches all through the cave. The humans have been here from their childhood, and have their legs and necks chained (用枷锁锁着 ལྷག་སྒྲིག་སྒྲིག་པ་) so that they cannot move, and can only see in front of them, as the chains stop them from turning their heads. Above and behind them there is a fire, and between the fire and the prisoners there is a raised (高 མཐོན་པོ་) road. If you look, you will see a low wall built along the road, like the screen (屏风 ཡོལ་པ་) which puppet (木偶 རྩོད་བརྟན་) players have in front of them.

GLAUCON: I see.

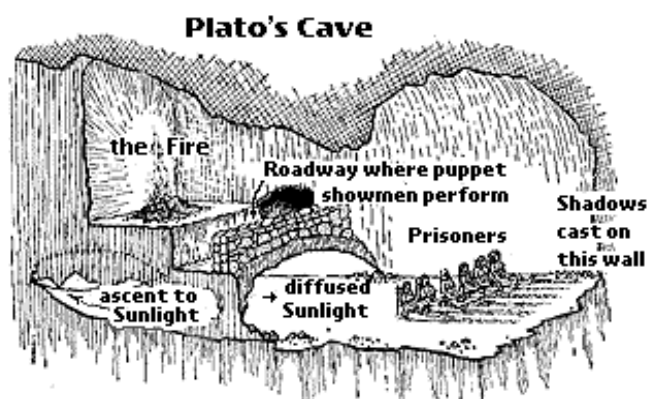
SOCRATES: And do you see men passing along the wall carrying all sorts of pots and jars and statues (塑像 སྐུ་འདྲ་) of animals made of wood and stone and different materials (材料 ལྷུ་ཆ་)? Some of them are talking, others silent.

GLAUCON: You have shown me a strange image (印象 ལྷུང་བརྟན་), and they are strange prisoners.

SOCRATES: Like ourselves. So, the prisoners wouldn't see the people and the objects being carried; instead they would only see the shadows?

GLAUCON: True, how could they see anything but the shadows if they were never allowed to move their heads?

SOCRATES: And if the prisoners were able to talk with each other, wouldn't they assume the shadows were reality?



GLAUCON: Very true.

SOCRATES: And suppose also that the prison had an echo (回音, 回声 བླ་མཚན་ཅན་) which came from the other side, when one of the passers-by (过路人 ལམ་འགྲོ་བ་) spoke wouldn't the prisoners believe that the voice came from the passing shadow? To them, the truth would be literally (确实 རྒྱུ་འབྱེད་པ་) nothing but the shadows of the images.

GLAUCON: That is certain.

SOCRATES: And now look again, and see what will happen if the prisoners are let free. At first, when any of them is freed and suddenly made to stand up and turn his neck around and walk and look towards the light, he will suffer sharp pains; the glare will distress (忧伤 རྒྱུ་འབྱེད་པ་) him, and he won't be able to see the truths, the realities of light which had made the shadows; and then someone tells him that what he saw before was an illusion (幻想, 错觉, 梦幻 རྒྱུ་འབྱེད་པ་), but that now, when he is approaching reality, he has clearer sight - what will he say? And if his teacher is pointing to the objects as they pass and asking him to say what they are, won't he be confused? Won't he think that the shadows which he saw before are truer than the things which are now being shown to him?

GLAUCON: Far truer.

SOCRATES: And if he's forced to look at the sun, won't he be pained and irritated? When he approaches the light his eyes will be dazzled (目眩, 惊奇 རྒྱུ་འབྱེད་པ་), and he will not be able to see anything at all of what is now called 'reality.'

GLAUCON: Yes, of course.

SOCRATES: Imagine once more this man coming suddenly out of the sun to be replaced in his old situation; wouldn't his eyes be full of darkness?

GLAUCON: To be sure.

SOCRATES: This entire story describes us, my dear Glaucon: the prison is the world of sight and appearances (出现, 外表 རྒྱུ་འབྱེད་པ་), the light of the fire is the sun, and the journey upwards to the light is the ascent (攀登 རྒྱུ་འབྱེད་པ་) of the soul (灵魂 རྒྱུ་འབྱེད་པ་) into the real, intellectual (智力的 རྒྱུ་འབྱེད་པ་) world – the world of knowledge. But, whether true or false, my opinion is that in the world of knowledge we can see many things, but we see the idea of good last of all, and it is seen only with an effort. And when people see it, they think it [the idea of good] is the universal creator (创造者 རྒྱུ་འབྱེད་པ་) of everything beautiful and right and the source of reason and truth; and that this [idea] is what we must, in both public and private life, keep our eyes fixed upon (注视 རྒྱུ་འབྱེད་པ་).

Source: MIT Classics, The Republic, trans. Benjamin Jowett, <http://classics.mit.edu/Plato/republic.8.vii.html>

Reading Comprehension Questions

1. What does Plato use the cave to show the reader?

- a. how there is only one reality for everyone
- b. how there are many realities, none of which are true
- c. how there are many realities, but true reality can't be seen clearly
- d. how difficult it is to be a prisoner

2. Where are the people in the cave? How are they kept prisoners?

3. What can the people in the cave see?

- a. reality b. the idea of the good c. people carrying objects d. shadows

4. Are they seeing reality or not? What do you think?

5. What may happen when the prisoners are freed? What would they see?

- a. nothing b. a painful glare c. truth d. freedom
6. How might they feel when they saw the sun?
- a. happy b. upset c. enlightened d. philosophy
7. What does Plato say this “Myth of the Cave” symbolizes? What is the prison?
What is the journey upwards to the light? _____

9. What does Plato say is the difference between the “world of sight and appearances” and the “real, intellectual world”? _____

10. What do you think the “idea of the good” is? _____

Cloze 1: Equality (2009 陕西)

One afternoon, my son Adam asked me, “Are all people the same even if they are different in color?”

I thought for a minute, and then I said, “I’ll explain, 1 you can just wait until we make a quick 2 at the grocery store. I have something 3 to show you.”

At the grocery store, we 4 some apples - red, green and yellow ones. Back home, I told Adam, “It’s time to 5 your question.” I put one apple of each 6 on the table. Then I looked at Adam, who had a 7 look on his face.

“People are like apples. They come in all 8 colors, shapes and sizes. On the 9, some of the apples may not 10 look as the others.” As I was talking, Adam was 11 each one carefully.

Then, I took each of the apples and peeled (削皮) them, 12 them back on the table, but 13 a different place.

“Okay, Adam, tell me which is which.”

He said, “I 14 tell. They all look same now.” “Take a bite of 15. See if that helps you 16 which one is which.”

He took 17, and then a huge smile came across his face. “People are 18 like apples! They are all different, but once you 19 the outside, they’re pretty much the same on the inside.”

He totally 20 it. I didn’t need to say or do anything else.

- | | | | |
|------------------|-----------------|----------------|----------------|
| 1. A. although | B. so | C. because | D. if |
| 2. A. stop | B. start | C. turn | D. stay |
| 3. A. expressive | B. encouraging | C. informative | D. interesting |
| 4. A. bought | B. counted | C. saw | D. collected |
| 5. A. check | B. mention | C. answer | D. improve |
| 6. A. size | B. type | C. shape | D. class |
| 7. A. worried | B. satisfied | C. proud | D. curious |
| 8. A. ordinary | B. normal | C. different | D. regular |
| 9. A. outside | B. whole | C. table | D. inside |
| 10. A. still | B. even | C. only | D. ever |
| 11. A. examining | B. measuring | C. drawing | D. packing |
| 12. A. keeping | B. placing | C. pulling | D. giving |
| 13. A. on | B. toward | C. for | D. in |
| 14. A. mustn’t | B. can’t | C. shouldn’t | D. needn’t |
| 15. A. each one | B. each other | C. the other | D. one another |
| 16. A. admit | B. consider | C. decide | D. believe |
| 17. A. big bites | B. deep breaths | C. a firm hold | D. close look |

- | | | | |
|-----------------|-------------|-------------|-------------|
| 18. A. just | B. always | C. merely | D. seldom |
| 19. A. put away | B. get down | C. hand out | D. take off |
| 20. A. made | B. took | C. got | D. did |

Cloze 2 (2011 云南二次复习统一检测)

It was September 5, 1984, when I was in Year 2 and my sister Sharon was in Year 5. We took a bus back home from school. After the bus stopped, Sharon 1 first and by the time I stepped onto the side of the highway, she had 2 to the other side of the road.

3 there was no traffic on the road, I was too 4 to go across on my own. I called to Sharon to come to 5 me. Just as she stepped onto the highway, another bus came out of nowhere. Sharon was 6. The bus has stooped and people were screaming. A man helped me cross the road. I ran as fast as I could to our 7 to tell my mother that Sharon has been knocked down by a bus.

When she heard the news, my mother ran to the highway, 8 me with an older cousin who was at the house. Later we went to the hospital. There I 9 my mother crying, and saw my father embracing Sharon.

Sharon was 10. If only I hadn't asked her to 11 me, Sharon would be alive now. It was all my fault. The 12 chewed me, but I couldn't tell my 13 - I was afraid that they would 14 me.

Two days later, my mother took me to a prison, where we saw the bus driver who killed Sharon. He was crying and asking for forgiveness. My parents 15 to blame the driver for my sister's death. They knew it was an 16, and they wanted to show to me that no matter how much 17 we were all feeling, forgiveness was still the best answer.

Back at home, I gathered all the 18 in my being and asked my parents to come to my room. I told them the 19. My parents embraced me 20, and whispered, "You have no fault, child, none." I cried, and my parents cried. Forgiveness was given, and I was at peace.

Looking back, I know that asking for forgiveness and forgiving others is the way to gain peace in one's life.

- | | | | |
|-------------------|---------------|---------------|-----------------|
| 1. A. started out | B. jumped off | C. got on | D. turned up |
| 2. A. crossed | B. passed | C. reached | D. escaped |
| 3. A. As if | B. Now that | C. In case | D. even though |
| 4. A. upset | B. pleased | C. scared | D. disappointed |
| 5. A. defend | B. hug | C. get | D. support |
| 6. A. hit | B. robbed | C. defeated | D. scolded |
| 7. A. school | B. house | C. kitchen | D. farm |
| 8. A. bringing | B. taking | C. carrying | D. leaving |
| 9. A. saw | B. heard | C. felt | D. realized |
| 10. A. saved | B. dead | C. mistaken | D. injured |
| 11. A. rescue | B. comfort | C. fetch | D. teach |
| 12. A. behavior | B. punishment | C. dream | D. guilt |
| 13. A. classmates | B. relatives | C. cousins | D. parents |
| 14. A. threaten | B. blame | C. argue with | D. laugh at |
| 15. A. refused | B. tried | C. meant | D. regretted |
| 16. A. affair | B. incident | C. accident | D. event |
| 17. A. worry | B. anger | C. apology | D. pain |
| 18. A. strength | B. confidence | C. impression | D. plan |
| 19. A. truth | B. confidence | C. impression | D. plan |
| 20. A. annoyingly | B. tightly | C. curiously | D. excitedly |

Test Reading 1 (高等教育自考英语 2001)

Many visitors find the fast pace at which American people move very troubling. One's first impression is likely to be that everyone is in a rush. City people always appear to be hurrying to get where they are going and are very impatient if they are delayed even for a brief moment. At first, this may seem unfriendly to you. But drivers will rush you; storekeepers will be in a hurry as they serve you; people will push past you as they walk along the street. You will miss smiles, brief conversations with people as you shop or dine away from home. Do not think that because Americans are in such a hurry they are unfriendly. Often, life is much slower outside the big cities, as is true in other countries as well.

Americans who live in cities such as New York, Chicago, or Los Angeles, often think that everyone is equally in a hurry to get things done; they expect others to "push back", just as city people do in Tokyo, Singapore or Paris, for example. But when they discover that you are a stranger, most Americans become quite kind and will take great care to help you. Many of them first came to the city as strangers and they remember how frightening a new city can be. If you need help or want to ask a question, choose a friendly-looking person and say, "I am a stranger here. Can you help me?" Most people will stop, smile at you, and help you find your way or answer your questions. But you must let them know that you need help. Otherwise they are likely to pass you by, not noticing that you are new to the city and in need of help. Occasionally, you may find someone too busy or perhaps too rushed to give you aid. If this happens, do not be discouraged; just ask someone else. Most Americans enjoy helping a stranger.

1. Many people who first visit the United States will find that _____.
 A. America is a highly developed country
 B. American city people seem to be always in a rush
 C. the fast pace in American life often causes much trouble
 D. Americans are impatient and unfriendly people
2. When the author says "You will miss smiles", he means _____.
 A. you will fail to notice that Americans are pleasant and happy
 B. you will be puzzled why Americans are pleasant and happy
 C. you will feel that Americans do not seem very friendly
 D. you will find that Americans don't have much sense of humor
3. In the author's opinion, _____.
 A. it is true that life in New York is much faster than that in any other city
 B. people living outside big cities are lazy and miserable
 C. most American people enjoy living in the suburbs of big cities
 D. those who are busy are not necessarily unfriendly
4. The author mentions big cities such as Tokyo, Singapore and Paris _____.
 A. to show that city people all over the world have a lot in common
 B. to let his readers be aware that they are some of the world's biggest cities
 C. to illustrate their difference from American cities
 D. because they are some of the cities that attract visitors most
5. If you say to an American that you are a stranger there, most probably he will _____.
 A. offer his help
 B. stop smiling at you
 C. help you find the way
 D. reply that he is pleased to meet you

Test Reading 2 (2009 四川)

Honesty comes in many forms. First there's self-honesty. Is what people see the real article or do you appear through smoke and mirrors? I find that if I try to be something I'm not, I feel unsure of myself and take out a part from my PBA (personal bank account). I love how singer Judy Garland put it. "Always be a first-class version of yourself, instead of a second-class version of somebody else."

Then there's honesty in our actions. Are you honest at school, with your parents, and with your boss? If you've ever been dishonest, I think we all have, try being honest, and notice how whole it makes you feel. Remember, you can't do wrong and feel right. This story by Jeff is a good example of that:

In my second year of study, there were three kids in my math class who didn't do well. I was really good at it. I would charge them three dollars for each test that I helped them pass. I'd write on a little piece of paper all the right answers, and hand them off.

At first I felt like I was making money, kind of a nice job. I wasn't thinking about how it could hurt all of us. After a while I realized I shouldn't do that anymore, because I wasn't really helping them. They weren't learning anything, and it would only get harder down the road. Cheating certainly wasn't helping me.

It takes courage to be honest when people all around you are getting away with cheating on tests, lying to their parents, and stealing at work. But, remember, every act of honesty is a deposit into your PBA and will build strength.

1. The underlined part "appear through smoke and mirrors" in the first paragraph means:

- A. to be honest
- B. to be unreal
- C. to become clear
- D. to come from an imagined world

2. Which of the following can best explain Judy Garland's words?

- A. Be your true self rather than follow others.
- B. Don't copy others or you can't be the first class.
- C. Make efforts to be the first instead of the second.
- D. Don't learn from others unless they're excellent.

3. What does the author expect to show by Jeff's story?

- A. Honesty can be great help.
- B. A bad thing can be turned into a good one.
- C. Helping others cheat can do good to nobody.
- D. One should realize the wrong in his bad deeds.

4. In the last paragraph the author mainly wants to express _____.

- A. one must be brave to be honest
- B. it's difficult to be honest when others are not
- C. one should be honest when making a deposit
- D. honesty in one's actions can help him in the future

Test Reading 3 (2010 重庆)

Love, success, happiness, family and freedom—how important are these values to you? Here is one interview which explores the fundamental questions in life.

Question: Could you introduce yourself first?

Answer: My name is Misbah, 27 years old. I was born in a war-torn area. Right now I'm a web designer.

Q: What are your great memories?

A: My parents used to take us to hunt birds, climb trees, and play in the fields. For me it was like a holiday because we were going to have fun all day long. Those are my great memories.

Q: Does your childhood mean a lot to you?

A: Yes. As life was very hard, I used to work to help bring money in for the family. I spent my childhood working, with responsibilities beyond my age. However, it taught me to deal with problems all alone. I learnt to be independent.

Q: What changes would you like to make in your life?

A: If I could change something in my life, I'd change it so that my childhood could have taken place in another area. I would have loved to live with my family in freedom. Who cares whether we have much money, or whether we have a beautiful house? It doesn't matter as long as I can live with my family and we are safe.

Q: How do you get along with your parents?

A: My parents supported me until I came of age. I want to give back what I've got. That's our way. But I am working in another city. My only contact with my parents now is through the phone, but I hate using it. It filters (过滤) out your emotion and leaves your voice only. My deepest feelings should be passed through sight, hearing and touch.

1. In Misbah's childhood, _____.

- | | |
|---|--|
| A. he was free from worry | B. he liked living in the countryside |
| C. he was fond of getting close to nature | D. he often spent holidays with his family |

2. What did Misbah desire most in his childhood?

- | | | | |
|---------------------|-----------------------|-----------------------|--------------------------|
| A. A colorful life. | B. A beautiful house. | C. Peace and freedom. | D. Money for his family. |
|---------------------|-----------------------|-----------------------|--------------------------|

3. How would Misbah prefer to communicate with his parents?

- | | |
|---------------------------------|-------------------------------|
| A. By chatting on the Internet. | B. By calling them sometimes. |
| C. By paying weekly visits. | D. By writing them letters. |

4. If there were only one question left, what would it most probably be?

- | | |
|---------------------------------------|---|
| A. What was your childhood dream? | B. What is your biggest achievement? |
| C. What is your parents' view of you? | D. What was your hardest experience in the war? |

Test Writing 1 (2010 安徽)

假设你将参加某英语杂志社开展的一次征文活动，征文的内容要求你在电视、手机（cell）和网络三者中，放弃其中一个并陈述理由。请你以 "Which would you give up: TV, cell, or Web?" 为题，写一篇英语短文。

注意：1. 词数 100 左右；

2. 可以适当增加细节，以使行文连贯。

Test Writing 2 (2011 安徽)

某校英文报社开设了一个专栏：experience。本期话题是如何解决学习中遇到的困难。请你以 "my approach to difficulties in learning" 为题，用英语写一篇短文，谈谈自己的一些做法。

注意：1. 词数 100 左右

2. 短文中不能出现本人相关信息。

Test Writing 3 (2010 四川)

假定你校将举行一个成人仪式，你将作为代表在仪式上发言。请你按以下内容要点准备一篇英文发言稿。

1. 过去对成年的向往；

2. 现在的感受和认识；

3. 将来的目标及措施。

参考词汇：责任 responsibility

注意：1. 词数 100 左右；

3. 可以适当增加细节，使行文连贯；

3. 发言稿的开头与结束语已为你写好（不计入总词数）

Good morning, everyone!

The topic of my speech today is “thoughts on becoming a grown-up”.

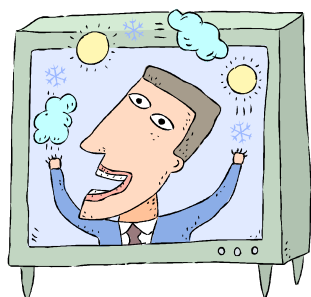
Thank you for listening.

Unit 6: The Media

Vocabulary 1: News and Current Events

What is the media? What does the media include?

Who/what makes news? What types of events do we see on the news?



Who reports the news? How do we get news?

Write the meanings of the words below in Tibetan or Chinese. Then, use the words to complete the dialogue. Each word is used once (even if the word has different forms). The underlined words have been finished for you.

Illegal (adj)

Discrimination (n), discriminate (v)

Judge (n) [法官 རྒྱུ་མཁན་དཔོན་པོ་]

Judge (v), judgment (n) [判断 དབྱུང་འཛིན་]

Broadcast (n, v)

Anchor (n)

Live (adj)

Crime (n), criminal (n)

Arrest (n, v)

Thief (n), theft (n)

Citizen (n)

Violence (n), violent (adj)

Forbid (v), forbidden (adj)

Diversity (n), diverse (adj)

Murder (n, v)

Race (n), racial (adj)

Corruption (n), corrupt (adj)

Epidemic (n)

Inflation (n)

Poverty (n)

- ☐ _____ (n) 1: Welcome to Qinghai TV! Tonight, our _____ (adj) news broadcast starts in Xining, where a foreign tourist was _____ (v) by the police for stealing a rare thangka from the Tibetan Medicine Museum.
- ☐ Anchor 2: Yes, sadly it's true. This man, a Spanish _____ (n), was visiting the museum late this afternoon when he saw a very old Rebgong-style thankga. He decided he loved it so much that he simply took it off the wall and carried it out of the museum! Strangely, though this illegal (adj) _____ (n) of a valuable piece of art was done in broad daylight, nobody saw it happen! If the police had seen him, I'm sure he would have been stopped.
- ☐ Anchor 1: The museum discovered the loss that afternoon and called the police, who quickly found the man responsible. When the police tried to take him,

1. When is this news broadcast happening?
a. morning b. midday c. afternoon d. night
2. What stories are reported in this broadcast (in order)?
a. disease, war, murder b. theft, disease, murder
c. theft, disease, war d. discrimination, disease, murder
3. In the first story, the thief was NOT _____.
a. a foreigner b. accusing police of discrimination
c. judged to be innocent d. found guilty
4. The man stole a _____ from the _____.
a. old carving, Tibetan museum b. painting, Qinghai museum
c. painting, Tibetan Medicine museum d. old carving, Qinghai museum
5. In the second story, local people are mostly _____.
a. farmers b. herders c. officials d. healthcare workers
6. How are the local people near Qinghai Lake probably feeling?
a. content and calm b. exhausted and hopeless c. angry and upset d. confused and lost
7. What do the local people most likely want?
a. food b. houses c. treatment d. environmental protection
8. How could you describe the officials at Qinghai Lake?
a. generous b. friendly c. criminals d. corrupt
9. Who is the "Onion Killer"?
a. a man who kills onions b. a man who kills vegetables
c. a man who kills in markets d. a man who kills with onions
10. Why did the Onion Killer kill people in Hunan markets?
a. for fun b. for attention c. out of anger d. for food
11. The Onion Killer was not _____.
a. caught by the police b. living in poverty
c. always a criminal d. without any motive
12. What words best describe the anchors' attitudes in reporting this story?
a. shocked and appalled b. matter of fact and journalistic
c. excited and surprised d. angry and upset
13. How do you think reporters should report the news? What makes good reporting; what makes bad reporting? (2 sentences)

14. Is the news important? Why or why not? (2-3 sentences) _____

Act it out: Reporting the news

Your group is a TV station. Together, create a story about an event (the teacher will give you a type of event, but you can be creative about what happens). Choose two people to be anchors (主持人 བཅའ་འཛིན་བཞུགས་པ།) to report the story on TV in front of the class!



Grammar: Conditionals

Conditional sentences describe things that happen if/when a certain condition (条件 ཆ་སྒྲུབ།) – described in a clause with “if” - is true.

- ☐ If I go shopping today, I will buy oranges.
- ☐ He would make bread for breakfast if he knew how to cook.
- ☐ If I hadn't been sick, I would have traveled to Tso this holiday.

Conditional sentences have three basic forms: one for describing things that might happen in the future (first conditional/present real conditional), one for things that might happen in the present (second conditional/present unreal conditional) and a third for things that might have happened in the past (third conditional/past unreal conditional).

First Conditional Form: If + simple present, simple future [or modal verb]

- ☐ If the weather is good, I will have a picnic this weekend.
- ☐ I will buy some books for you if I go to Xining.
- ☐ If Tashi goes to school today, he might give his cold to the other students and start an epidemic!

Second Conditional Form: If + simple past, would + V

- ☐ If I had more time, I would visit you more often.
- ☐ Susan would be more energetic if she slept more each night.

Third Conditional Form: If + past perfect, would have + past participle

- ☐ If Rob had felt better today, he would have come to class.
- ☐ Samir would have brought his jacket if he had known it was going to snow.

Exercise 1: Following the example, complete the dialogues with a partner (speaking)

A: Do you think I should put some more salt in this soup?

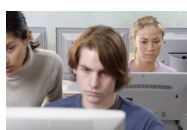
B: Absolutely not! If you put any more salt in this soup, you will/might spoil it.



1. Do you think our Tibetan mastiff should come to the festival with us?
Bite people



3. Do you think Bob should stop that fight?
Get hurt



2. Do you think I should skip class (逃课 སློབ་ཁྱོད་ལ།) today?
Miss something important



4. Do you think Alex should quit his job?
Have trouble finding another one



5. Do you think little Tsering should go herd yaks by himself today?
Get lost



6. Do you think Sandy should marry her boyfriend?
Regret it for the rest of her life.

Exercise 2: Complete the sentences below

1. How is Tom going to get to work tomorrow?

If it rains, _____. If it's sunny, _____.

2. What are Paul and Grace going to do tonight?

If they're tired, _____. If they have energy, _____.

3. What are you going to eat for lunch today?

If I'm in a hurry, _____. If I have some time, _____.

4. Where is Josh going to go this holiday?

If he has the time and money, _____.

If he doesn't, _____.

Exercise 3: Complete the sentences below using the second conditional form

1. A: Why doesn't Lhamo get good grades?

B: She doesn't study enough. If she studied more, she would get better grades.

2. A: Why isn't Mark a good driver?

B: He isn't careful enough. If he _____.

3. A: Why don't I feel energetic?

B: You don't sleep enough. If you _____.

4. A: Why aren't you satisfied (满意 ཡིད་ཆེས་པ།) with your jobs?

B: We don't get paid enough. If we _____.

5. A: Why don't people do something about pollution?

B: They don't care enough. If we _____.

The following sentences use two negative verbs to have a positive meaning

6. A: Why does Ben work so hard?

B: He likes his job. If he didn't like his job, he wouldn't work so hard.

7. A: Why did Jackson decide to be a teacher?

B: He must like children. If he didn't _____.

8. A: Why does Luke always get in fights with people?

B: He must like to argue. If he _____.

9. A: Why does Xander climb mountains every weekend?

B: He must like to be outdoors. If he _____.

Exercise 4: Complete the sentences below using the third conditional form. Some may be positive, while others may be negative (see above)

1. A: Why weren't you in class yesterday?

B: I was feeling sick. If I had been feeling well, I would have been in class.

2. A: Why did Joe run by without saying "hello"?

B: He must have been busy. If he hadn't been busy, he wouldn't have run by without saying 'hello'.

3. A: Why didn't you come to the party last night?

B: I wasn't invited. If I _____.

4. A: Why didn't you send me a letter?
B: I didn't remember your address. If I _____.
5. A: Why did Vajra go to sleep so early?
B: He must have had a long day herding yaks. If he hadn't _____.
6. A: Why didn't Max stop his motorcycle at the traffic light?
B: He wasn't looking. If he _____.
7. A: Why didn't you take your umbrella to school today?
B: I didn't know it was going to rain. If I _____.
8. A: Why did my plant die?
B: It must have had a disease. If it _____.
9. A: Why was Justin stopped by the policeman?
B: He must have been driving too fast. If he _____.
10. A: Why didn't Jacob give his girlfriend a birthday present?
B: He must not have remembered her birthday. If he _____.

Exercise 5: Complete the verbs in the conditional sentences below

1. It is so far away! It _____ (be) crazy if we tried to walk there.
2. I _____ that movie with you only if the reviews (评价 གདེང་འཛོག) are good.
3. If Ben's motorcycle hadn't broken down, he _____ (take) me to Zeku today.
4. If you _____ (not ask), he won't help you.
5. If it _____ (not rain) yesterday, we would have had a picnic.
6. _____ (you/look) after their dog if they go on holiday this year?
7. Would you mind if I _____ (use) your cell phone?
8. I _____ (open) that email if it had contained a virus (病毒 རྩ་སྐྱོན་སྤྱོད་སྒྲུབ་པ་).
9. Even if I _____ (own) a motorcycle, I _____ (never drive) it on icy roads.
10. If we _____ (have) holiday tomorrow, I _____ (sleep) until noon!

Grammar: Mixed Clauses

Exercise 1: Complete the following sentences with pronouns and/or location words (which/that, who, where there+be, in which there+be, which+have, which+be, there+be, where)

1. The student _____ stole my bicycle is not friendly.
2. The grasslands of Zeku, _____ many yak-filled meadows, are beautiful in summer.
3. This is the town _____ I went to university.
4. Where is the book _____ I lent to you last week?
5. The sheep _____ my family owns are very frightened of our dog.

6. In Jentsa, _____ Alex grew up, _____ a very beautiful monastery.
7. Chengdu, _____ a very large city, has terrible air pollution.
8. Here are the ancient trees _____ have been protected by the government.
9. Where is the waiter _____ should be serving us food? We've been waiting for more than an hour and a half!
10. The mastiffs _____ live in Yushu like to eat people for fun (just kidding!).
11. In the summer, I like to visit the forests of Maixiu, _____ many beautiful spruce trees and wild animals.
12. The jacket _____ I bought for my sister is not good quality.

Exercise 2: Complete the story below, about Rebgong art, with pronouns and/or location words (which/that, who, where there+be, in which there+be, which+have, which+be, there+be, where)

The monastery _____ next to our school is very large. In the monastery, _____ many monks are studying, _____ some very large statues (塑像 སྐྱབ་བུ་རྒྱུ་). These statues, _____ are made of bronze, gold and other metals, are very beautiful. But perhaps the most famous is the statue _____ outside the monastery's front gates. The statue is of Drolma, _____ is an important bodhisattva (菩薩 སྐྱུ་ར་ས་གཟིགས།) in Buddhism. The statue, _____ has been beautifully carved, is a symbol of Rebgong's famous artistic tradition.

The Rebgong valley, _____ many different monasteries, is particularly famous for its art. The most famous schools are in Sengeshong and Gomar villages, _____ nearly all of the houses have become art studios. The local artists, _____ may be painters or sculptors or carvers, have become very famous. Their work, _____ is very beautiful, is shown in exhibits (展览 བསྟན་པ། བཀྲམ་པ།) across the world.

In the village, _____ has become a tourist center, _____ many shops in which one can buy artwork. But this art, _____ is of high quality, is very expensive. In Rebgong, _____ many shops selling art, _____ some cheaper artworks on sale – but these may not be very good! As such, the Rebgong region, _____ so many artists at work, is a place where you get what you pay for!

Grammar: Mixed Passives Cloze

Use passive verbs of any tense to complete the story below

LONG ISLAND: It _____ (report) Saturday evening that a young surfer, who had been lost for several days and _____ (believe) to be dead, _____ (find) by an elderly woman walking along the beach. The young man, whose name _____ (not give) to the media, had been surfing (冲浪 རྩོམ་ཆེན་པོ་བྱུང་འགོ) in a storm last Wednesday afternoon when he _____ (wash) to sea (冲向大海 རྩོམ་ཆེན་པོ་ཕྱགས་སུ་འགོ་བཅུག) by strong waves (波浪 རྩོམ་ཆེན་པོ་), and quickly found himself beyond sight of land. He _____ (carry) by the waves, helpless, until he _____ (suddenly wash) onto a tiny sandbar (沙洲 རྩོམ་ཆེན་པོ་). He waited there for two days, hoping to be picked up by a passing boat, but didn't see any ships nearby. He had nothing to drink or eat. It was then that he decided that action _____ (must/take) immediately, or he would die.

"There was nothing that _____ (could have/done) at that point," he said to reporters Saturday evening. "I _____ (not/see) by any ships. And if I _____ (couldn't/see), I _____ (couldn't/pick up). So I needed to get off the island as quickly as possible – or I _____ (would/find) by death within days. And what better way to get off the island than how I got on – my surfboard."

The young man got on his surfboard. He _____ (bring) by a lucky current (流 འཁོར་བསྐྱོད།) towards the coast of Long Island, not far from where he _____ (wash out) to sea. Exhausted, dehydrated (脱水的 རྩོམ་ཆེན་པོ་བཅོ་བཅུག) and starving, he _____ (find) on the beach by Mrs. Edna May Rosen, 85, who had been taking an evening walk. Mrs. Rosen soon called the police, and the young man _____ (take) to the hospital and _____ (give) food, water and clothing. His family _____ (notify) (通知 བཅུག) and quickly arrived at the emergency room, relieved to find their son alive.

Special Topic: News of the Weird

For many years now, Chuck Shepherd has been collecting strange, crazy or just funny pieces news from newspapers, radio and TV from around the world. Here is a selection of recent "News of the Weird"!

Sports: A man in Saudi Arabia, Mr. Badr Al-Alyani, told a newspaper he was close to the world record (世界纪录 འཛམ་གླིང་ཟིན་ཐོ) for squirting (喷射 རྒྱུ་སྤྲོས་གཏོར་བ།) milk from his eye. The record is now held by Mehmet Yilmaz of Turkey, who can squirt milk 2.7 meters. Al-Alyani has reached 2.3 meters, and said he “will continue training” until he can make a new world record...a company in England has started a “world watching-paint-dry championship”. The competitors will watch paint on a wall, and whoever can look at the paint for the longest time (without turning away) will win. The company says that “previous paint-watching experience is not needed.”

Bad Criminals: London police are looking for a man whole tried to rob the Halifax Bank. The man came into the bank, took out his gun and demanded £700,000, saying he would shoot the bank employee (员工, 雇员 སྒྲ་བ།) if he didn't get the money. Then, when the bank employee agreed, the thief made a small mistake: instead of giving the bank employee the bag for the money, he absentmindedly (健忘的 བརྟེན་སྒྲ་བ།) gave the employee his gun. Quickly realizing his mistake, he ran away as fast as he could, and still has not been found by the police.

Great Art: A German judge recently made an art gallery (美术馆 བཟོས་རྒྱལ་གླིང་།) in Munich, Germany, give artist Stefan Bohnenberger about \$2,600. This happened because the artist said the gallery had lost his artwork. The lost work, “Pomme's d'Or” (“Golden Apples”), consisted of (由...组成 ལས་གྲུབ་བ།) two normal French fries (炸土豆条 རོག་ཁོག་ན་མོ་རྩོད་བ།) and two French fries covered in a thin layer (层) of gold. The gallery still had the golden French fries, but couldn't find the normal French fries. The gallery added that it wasn't important anyway, as they were only French fries.

Really?: In Calcutta, India, engineers are trying to save the historic Howrah Bridge from falling down. The problem? The steel (钢铁 རྩ་རྒྱལ་ས) bridge is being corroded (腐蚀 རྒྱལ་བ།) by spit, and might fall down in the next few years. Over 500,000 people cross the bridge every day and spit onto the bridge, which has made the bridge's steel frame (结构 གྲུལ་རྩུལ།) 50% thinner and weaker over the past three years! As a result, the government has created a new educational campaign, in which the Gods ask people to hold their spit until they cross the bridge.

Source: Chuck Shepherd, News of the Weird, <http://www.newsoftheweird.com/>

Reading Comprehension Questions

1. What is true about both of the “sports” stories?

- a. they are both about regular, popular sports b. they are both about people who want to win
c. they are both about world records d. they are both about unusual sports

2. What qualities do you think you might need in the paint-watching championship?

- a. fear, athleticism b. strength, ability to relax c. calm, patience d. patience, athleticism

3. Which of the following did the bank robber NOT do?

- a. threaten to shoot b. confuse his bag and gun c. run away d. steal money

4. From the story, how would you describe the thief's personality?

- a. optimistic, confused b. upset, worried c. preoccupied, forgetful d. confused, pessimistic

5. How many French fries were in Mr. Bohnenberger's artwork?

- a. 2 b. 3 c. 4 d. 5

6. How do you think the art gallery felt about his art?

- a. they thought it was brilliant b. they thought it wasn't anything special
c. they thought it was upsetting d. they thought it was frightening

7. Why might cause the collapse of Calcutta's Howrah Bridge?

- a. people b. animals c. vehicles d. the river

8. What is the purpose of the educational campaign?

- a. to make people stop spitting in Calcutta b. to improve the city's environment
c. to protect the bridge d. to make people follow the Gods' wishes

9. In groups, write your own "News of the Weird" story! Use the stories above as examples. (75-100 words)

Cloze 1 (2010 北京三省三校二模)

It was a cold winter. The day my husband fell to his death, it started to snow, just 1 any November day. His 2, when I found it, was lightly covered with snow. It snowed almost every day for the next four months, while I sat on the couch and watched it 3. One morning, I walked slowly 4 and was surprised to see a snow remover clearing my driveway and the bent back of a woman clearing my walk. I dropped to my knees and crawled back upstairs, 5 those good people would not see me. I was 6. My first thought was, how would I ever 7 them? I didn't have the 8 to brush my hair, 9 clear someone's walk.

Before Jon's death, I felt proud that I 10 asked for favors. I identified myself by my competence and 11. So who was I if I was no longer capable? How could I 12 myself if I just sat on the couch every day and watched the snow fall?

Learning to receive the love and 13 from others wasn't easy. Friends cooked for me and I cried. Finally, my friend Kathy said, "Mary, cooking for you isn't a 14 for me; it makes me feel good to be able to do something for you."

Over and over, I heard 15 words from the people who supported me during those 16 days. One wise man told me, "You aren't doing nothing because being fully open to your 17 may be the hardest work you will ever do."

I am not the person I 18 was, but in many ways I have changed for the 19. I've been surprised to learn that there is incredible freedom coming from 20 one's worst fear and walking away whole. I believe there is strength, for sure, in accepting a dark period of our life.

- | | | | |
|---------------------|-----------------|-----------------|------------------|
| 1. A. on | B. in | C. like | D. for |
| 2. A. body | B. soul | C. shoe | D. footprint |
| 3. A. sweep up | B. drop off | C. fall down | D. pile up |
| 4. A. upstairs | B. downstairs | C. indoors | D. outdoors |
| 5. A. so | B. yet | C. and | D. for |
| 6. A. delighted | B. disappointed | C. annoyed | D. ashamed |
| 7. A. pay | B. award | C. reward | D. treat |
| 8. A. courage | B. strength | C. spirit | D. power |
| 9. A. stand alone | B. leave alone | C. sit alone | D. let alone |
| 10. A. frequently | B. gradually | C. hardly | D. uncertainly |
| 11. A. intelligence | B. independence | C. excellence | D. qualification |
| 12. A. achieve | B. praise | C. respect | D. promote |
| 13. A. supply | B. support | C. contribution | D. similar |
| 14. A. burden | B. job | C. business | D. sorrow |
| 15. A. sensitive | B. same | C. considerate | D. similar |
| 16. A. blue | B. rainy | C. bright | D. snowy |
| 17. A. despair | B. difficulty | C. pain | D. regret |
| 18. A. still | B. once | C. even | D. never |
| 19. A. worse | B. less | C. more | D. better |
| 20. A. facing | B. noticing | C. managing | D. expressing |

Cloze 2 (2011 河北唐山一模)

As I got out of my car near a store, I noticed a small sign stuck to the very bottom of the pole. It stood out because it appeared to be a 1.

At first I thought it had fallen, but at closer look I saw it had been very securely (牢牢地) 2 with several inches of sticking tape (胶条). I was 3 who would attract people's attention in this way to sell a 4, and then I saw more such signs, a little girl and a lady. 5, I approached them and waited until the little girl 6 another yard of tape around the last sign.

"Excuse me, but why are you placing the house for sale signs so close to the 7?" I asked.

"She is not selling the house. Look 8!" the lady said with a smile. I bent down adjusting (调整) my 9 until I could finally read the small print.

"We miss you! Come home!" I read out loud. "Then look at the 10!" the lady said. I was really 11 my hands and knees and saw in the picture a child and a 12 in front yard before standing up with a 13 look.

"Her dog, Grace, is lost," the lady explained.

"But most people would hang a lost 14 where people could actually see it," I said.

"Well, you saw it." the young girl responded.

The innocent (天真) answer made me hesitate (犹豫) to 15 further explanation. Thankfully, the lady continued to explain, "I have told her that it may be 16 to find her dog because you can see the store has many signs posted. But she wanted her dog to find her. 17 the picture of the house, her and the dog... I didn't want to 18 until she felt she did everything she could," she said.

I got 19. The signs were there for the dog to see. If you want to learn the meaning of 20, get down to a child's level. One week later Grace came home. Amazing!

- | | | | |
|--------------------|--------------|-----------------|----------------|
| 1. A. chance | B. belief | C. mistake | D. cheat |
| 2. A. fastened | B. closed | C. locked | D. pressed |
| 3. A. shouting | B. wondering | C. seeking | D. testing |
| 4. A. house | B. picture | C. store | D. tape |
| 5. A. Continuously | B. Curiously | C. Carefully | D. Stupidly |
| 6. A. wound | B. placed | C. tore | D. spread |
| 7. A. store | B. pole | C. ground | D. car |
| 8. A. harder | B. closer | C. lower | D. further |
| 9. A. direction | B. sight | C. height | D. position |
| 10. A. design | B. picture | C. material | D. explanation |
| 11. A. on | B. with | C. off | D. by |
| 12. A. house | B. mother | C. dog | D. shop |
| 13. A. frightened | B. surprised | C. disappointed | D. puzzled |
| 14. A. poster | B. sign | C. mark | D. notice |
| 15. A. send for | B. ask for | C. call for | D. look for |
| 16. A. easy | B. pleasant | C. hard | D. hopeful |
| 17. A. Thus | B. However | C. Instead | D. Otherwise |
| 18. A. put up | B. give up | C. mix up | D. clear up |
| 19. A. this | B. those | C. these | D. it |
| 20. A. care | B. respect | C. life | D. faith |

Test Reading 1 (2010 四川)

Somali pirates (海盗) robbed three Thai fishing ships with 77 sailors on board nearly 1,200 miles off the Somali coast, the farthest-off-shore attack to date, an officer said Tuesday.

Pirates have gone farther south and east in answer to increased patrols (巡逻) by warships off the Somali shore. The robbing of the three ships Sunday was about 600 miles outside the normal operation area for the international force, said a spokesman.

The spokesman said the attack so far out at sea was a clear sign that the international patrols against pirates were having a “marked effect on pirate activity in the area”.

“Once they start attacking that far out, you’re not even really talking about the Somali basin or areas of water that have any connection with Somalia,” said an officer, Roger Middleton. “Once you’re that far out, it’s just the Indian Ocean, and it means you’re looking at trade going from the Gulf to Asia, from Asia to South Africa.”

“This is the farthest robbing to date. They are now operating near the Maldives and India,” said another officer.

The three ships—the MV Prantalay 11, 12, and 14 - had 77 members on board in total. All of them are Thai, the spokesman said. Before the Sunday robbing, pirates held 11 ships and 228 sailors.

Pirates have increased attacks over the past year in hopes of catching more dollar payments. Because of increased patrols and defenses on board ships, the success rate (率) has gone down, though the number of successful attacks has stayed the same year over year.

1. The pirate attack reported in the text happened _____.
 A. far out in the Indian Ocean B. in the normal patrol area
 C. near the Somali coast D. in the south of Africa
2. According to the text, which can best describe the situation of the pirate problems?
 A. More goods on board are lost.
 B. Pirate attacks happen in a larger area now.
 C. The number of attacks has stayed the same these years.
 D. Pirate attacks are as serious as before along the Somali coast.
3. Which is true about the warship patrols according to the text?
 A. The patrols are of little effect.
 B. The patrols are more difficult.
 C. More patrols are quite necessary even in Asia.
 D. The patrols only drive the pirates to other areas.
4. How many sailors were held by the pirates up to the time of the report?
 A. 228. B. 77. C. 383. D. 305.

Test Reading 2 (2009 全国 II)

The American newspaper has been around for about three hundred years. In 1721, the printer James Franklin, Benjamin's older brother, started the New England Courant, and that was what we might recognize today as a real newspaper. He filled his paper with stories of adventure, articles on art, on famous people, and on all sorts of political subjects.

Three centuries after the appearance of Franklin's Courant, few believe that newspapers in their present printed form will remain alive for long. Newspaper companies are losing advertisers (广告商), readers, market value, and, in some cases, their sense of purpose at a speed that would not have been imaginable just several years ago. The chief editor (主编) of the Times said recently, "At places where they gather, editors ask one another, 'How are you?', as if they have just come out of the hospital or a lost law case." An article about the newspaper appeared on the website of the Guardian, under the headline "NOT DEAD YET."

Perhaps not, but the rise of the Internet, which has made the daily newspaper look slow and out of step with the world, has brought about a real sense of death. Some American newspapers have lost 42% of their market value in the past three years. The New York Times Company has seen its stock (股票) drop by 54% since the end of 2004, with much of the loss coming in the past year. A manager at Deutsche Bank suggested that stock-holders sell off their Times stock. The Washington Post Company has prevented the trouble only by changing part of its business to education; its testing and test-preparation service now brings in at least half the company's income.

1. What can we learn about the New England Courant?

- A. It is mainly about the stock market.
 B. It marks the beginning of the American newspaper.
 C. It remains a successful newspaper in America.
 D. It carries articles by political leaders.
2. What can we infer about the newspaper editors?
 A. They often accept readers' suggestions B. They care a lot about each other's health.
 C. They stop doing business with advertisers. D. They face great difficulties in their business.
3. Which of the following found a new way for its development?
 A. The Washington Post B. The Guardian C. The New York Times. D. New England Courant
4. How does the author seem to feel about the future of newspapers?
 A. Satisfied B. Hopeful C. Worried D. Surprised

Test Reading 3 (2011 云南二次复习统一检测)

Switzerland is among the best-armed nations in the world, with more guns per person than any other country except the U.S., Finland and Yemen. At least 2.3 million weapons are found in this country which has a population of less than 8 million, according to a survey.

On Sunday, Swiss voters made sure it stays that way, rejecting (否决) a proposal to tighten the nation's relaxed firearms laws. The decision was welcomed as a victory by gun enthusiasts, sports shooters and supporters of Switzerland's citizen soldier tradition.

The clear defeat of the proposal – 56.3 percent of voters rejected it - may seem surprising for a peaceful nation that hasn't been at war with its neighbors since Napoleon invaded two centuries ago.

Doctors, churches and women's groups tried and failed Sunday to require military-issued firearms to be locked in secure places. They also wanted the Swiss government to ban the sale of fully automatic weapons, arguing this would help cut incidents of domestic violence and Switzerland's high rate of firearms suicides (自杀).

Women are the main victims of domestic violence, and are also the ones left behind when their fathers, husbands or boyfriends commit suicide with an army weapon.

About a quarter of Switzerland's 1,300 suicides each year involve a gun, and those calling for tighter rules say military weapons are used in between 100 and 200 suicides a year.

There are signs, however, that even in Switzerland attitudes to guns are changing. Young people are among those most likely to favor curbs (限制) on gun ownership.

1. According to Paragraph I, in Switzerland _____.
 A. citizens own the largest number of weapons worldwide
 B. the firearms outnumber the U.S., Finland and Yemen
 C. the number of guns per person ranks No. 4 in the world
 D. men are best-armed in the world
2. Which Swiss groups proposed to tighten the nation's firearms laws?
 A. Gun enthusiasts and sports shooters. B. Doctors and lawmakers
 C. Churches and women D. Soldiers and supporters of tradition
3. Which is a reason why some people call for curbs on guns in Switzerland?
 A. School shooting incidents. B. High rate of suicides with weapons.
 C. Social violence. D. Frequent robberies.
4. Which is the best title for the text?
 A. Switzerland to Ban the Sale of Guns B. Switzerland's Relaxed Laws
 C. The Swiss Voted to Keep Their Guns D. The Swiss Supported a Proposal
-

Test Reading 4 (2010 陕西)

Brave Frenchman Found Half-way Around the World

(NEW YORK) A French tourist highly praised for rescuing a two-year-old girl in Manhattan said he didn't think twice before diving into the freezing East River.

Tuesday's Daily News said the 29-year old left the spot quickly after the rescue last Saturday. He lifted the little girl out of the water after she fell off the bank at the South Street Seaport museum. He handed the girl to her father, David Anderson, who had dived in after him.

"I didn't think at all," Duret told the Daily News. "It happened very fast. I reacted very fast."

Duret, an engineer on vacation, was walking with his girlfriend along the pier (码头) when he saw something falling into the water. He thought it was a doll, but realized it was a child when he approached the river. In an instant, he took off his coat and jumped into the water.

When he reached the girl, she appeared lifeless, he said. Fortunately, when she was out of the water, she opened her eyes.

Anderson said his daughter slipped off the bank when he was adjusting his camera. An ambulance came later for her, said Duret, who was handed dry clothes from cooks. Duret caught a train with his girlfriend shortly after.

The rescue happened on the day before he left for France. Duret said he didn't realize his tale of heroism had greatly moved New York until he was leaving the next morning.

"I don't really think I'm a hero," said Duret. "Anyone would do the same thing."

1. Why was Duret in New York?

A. To meet his girlfriend

B. To work as an engineer

C. To spend his holiday

D. To visit the Andersons.

2. What did Duret do shortly after the ambulance came?

A. He was interviewed by a newspaper

B. He asked his girlfriend for his dry clothes

C. He went to the hospital in the ambulance

D. He disappeared from the spot quickly

3. Who dove after Duret into the river to save the little girl?

A. David Anderson

B. A passer-by

C. His girlfriend

D. a taxi driver.

4. When was Duret most probably found to be the very hero?

A. The day when he was leaving for home.

B. A couple of days after the girl was rescued

C. The first day when he was in New York

D. The same day when he was interviewed.

Test Writing 1 (2007 湖北)

假设你是某中学学生会主席李华，你校与本地一所国际学校经常举办联谊活动，你计划在重阳节组织学生到养老院去慰问老人，拟邀请国际学校的学生参加。请根据以下内容要点给国际学校的学生会主席 Tony 写一封信。

要点：向老人赠送礼物(鲜花、自制贺卡.....)；

为老人提供服务(做清洁、陪老人聊天.....)；

为老人表演节目(唱歌、跳舞.....)。

注意：1.词数为 100 左右；

2.信的开头和结尾已为你写好(不计入你所写词数)；

3.已给出的信的开头和结尾不得抄入答题卡。

Dear Tony,

Chongyang, the traditional Chinese festival for the elderly, is coming around. We are planning to visit the Nursing Home to celebrate the special day, and we would like to invite students from your school to join us. _____

Looking forward to your early reply.

Yours,
Li Hua

Test Writing (2008 陕西)

某天，你班贴出了一张通知。请根据作文地带提供通知、内容要点和要求写一篇英语发言稿。参考作文地带提供内容要点：

1. 你对"周五读报活动"的看法：
2. 陈述你的理由(可举例说明)：
3. 你的具体建议。

要求：

1. 短文填写在答题卡的指定区域
2. 短文词数不少于 80(不含已写好的部分)
3. 内容充实，结构完整，语意连贯。
- 3.4. 快写须清楚、工整。

Notice: Our monitor suggests that we have "Friday News Hour". But some classmates do not agree. We will have a class meeting in English tomorrow afternoon to discuss this suggestion. Please prepare your talk and take an active part.

May 6, 2008

Dear fellow students,

Our monitor suggests that we have "Friday News Hour". I think that _____

Vocabulary 2: Advertising and Money



What is advertising? Where do we see it?

Do you pay attention to advertising? Why or why not?

How is advertising related to money?

What is money? What is its purpose?



Match the words below to their meanings

- | | | | |
|-------------------------------------|----------------------------------|---|---|
| 1. Entertainment (n), entertain (v) | 13. <u>Expense</u> (v) | ___ the cost of something | ___ money you get when you sell something for more than you bought it |
| 2. Brand (n) | 14. Debt (n) | ___ owing someone money | ___ a plan for spending money, a limit on how much money you can spend |
| 3. Slogan (n) | 15. Earn (v) | ___ a plan for spending money, a limit on how much money you can spend | ___ to have enough money to pay for something |
| 4. Attractive (adj) | 16. Profit (n, v) | ___ to make someone think/want/do something | ___ a company, a mark/name of a product |
| 5. Persuade (v), persuasive (adj) | 17. Discount (n, v) | ___ a company, a mark/name of a product | ___ words a company uses to help sell products |
| 6. Afford (v), affordable (adj) | 18. Market (n) | ___ words a company uses to help sell products | ___ something that is made for us to enjoy; to make (someone) happy and interested |
| 7. Credit (n) | 19. Finance (n), financial (adj) | ___ something that is made for us to enjoy; to make (someone) happy and interested | ___ give money to a business/bank so you will (hopefully) get more back in the future |
| 8. Loan (n) | 20. Invest (v), investment (n) | ___ give money to a business/bank so you will (hopefully) get more back in the future | ___ all of the people who (might) want to buy products |
| 9. Cash (n) | | ___ all of the people who (might) want to buy products | ___ cheaper than normal, on sale |
| 10. Bargain (n, v) | | ___ cheaper than normal, on sale | ___ to make money by working |
| 11. Budget (n, v) | | ___ to make money by working | ___ very pleasing/interesting, nice to look at |
| 12. Cost (n, v) | | ___ very pleasing/interesting, nice to look at | ___ (n) cheap; (v) to argue about price |
| | | ___ (n) cheap; (v) to argue about price | ___ paying for something later |
| | | ___ paying for something later | ___ money that someone lends (借给 གཡམ་པ།) you |
| | | ___ money that someone lends (借给 གཡམ་པ།) you | ___ money – coins and bills |
| | | ___ money – coins and bills | ___ money you give to pay for something, what you lose when you get something |
| | | ___ money you give to pay for something, what you lose when you get something | ___ planning how to get/save/make money; about money |
| | | ___ planning how to get/save/make money; about money | |

Reading: Advertising

Since the Reform and Opening (改革开放 བཅོས་དཔྱར་སྒོ་འབྱེད།) policy in the 1980's, China has become famous around the world for its fake brands. But while many American and European companies are asking China to control these fake brands, the fakes also have some benefits (利益, 好处 ཡན་པ) for Chinese consumers. Fakes have made many products in China more affordable. For example, the Apple iPhone can cost over 5,000 RMB in China. Fake iPhones are a comparative bargain at 1,000 to 2,000 RMB. For many people, the cost of a real iPhone is an expense that they simply cannot afford. Even with discounts, people on a limited budget can't buy iPhones without taking out loans from a bank or going into debt. And many people without enough cash to pay later still buy iPhones by using credit. As such, many people who were planning to buy real iPhones are instead buying fake iPhones, which are often just as attractive and work just as well as the real thing.



Other fake products may not be beneficial but are at least entertaining. For example, one Chinese company had been making stoves (炉子 ཐབ་ཀ) with the Apple logo (标识 མཚན་རྟགས།) and the word "iPhone". This caused the New York Times, a big American newspaper, to call this product the "iStove".

But in 2012, the government seized (夺走 བདག་བཟུང་བ།) all of the "iStoves" and closed the company's factory in Wuhan. The government said this happened because the product was unsafe. But many believe these actions were simply part of a larger crackdown (严打, 打击 རྒྱུ་རྒྱུད།) on fake goods.

In many parts of the world, copying another brand's product, logo or slogan is against the law (非法 ཁྲིམས་འགལ།). It is also illegal to use an author's characters or ideas, a musician's song, or an inventor's creation without their permission (许可 ཚུགས་མཆན།).

But in China, these laws are not very strong. Consequently, many Chinese electronics, clothes, books, movies, advertisements and TV shows are often copies of similar things from America and other nations. For example, while American and European fans of Harry Potter were waiting for the 7th book to arrive in 2007, a Chinese Harry Potter #7 had already been published. This book, which had the same name (Harry Potter and the Deathly Hallows) and characters (Harry Potter, Ron, Hermione) as the real Harry Potter #7, was not written by real Harry Potter author J. K. Rowling - whose name was on the cover (封面 མདུན་ཤོག།).

This is not the first (or last) fake Harry Potter in China. Other fake Harry Potter stories include Harry Potter and the Hiking Dragon, Harry Potter and the Chinese Empire, Harry Potter and the Young Heroes, Harry Potter and Leopard-Walk-Up-to-Dragon, and Harry Potter and the Overseas Chinese Students". According to the New York Times, many of these books mix the characters and stories of J. K. Rowling's books with those from other famous books such as the Lord of the Rings (指环王 མཇུབ་དཀྱིས་བདག་པོ།) and

Journey to the West (西游记 རུབ་ཕྱགས་སུ་བསྐྱོད་པའི་གཏམ་རྒྱུད།). And this isn't just Harry Potter – many people estimate that 30% to 40% of Chinese books are copies.

But why are Americans and Europeans so worried about preventing copying? Why do they want to use laws to protect each product's uniqueness (独特 བྱད་པར་བ།)? These laws are made



partly to protect the creator of a product from competition – and allow them to earn a profit from selling their creations. But they are also made to encourage companies to make financial investments in new ideas. If copying is illegal, investing money in new ideas – such as the iPhone or Harry Potter – is less risky (有危險 ཉེན་ཁ་ཡོད་པ།). Europeans and Americans are now worried about protecting their own companies' profits, which are being decreased by competition from Chinese fakes.

After China's Reform and Opening, many American and European companies were excited to Chinese market of consumers. They thought that they would easily make profits in a country of 1.3 billion people. But they didn't think that their cars, books, computers, phones, and other ideas being copied and sold at cheaper prices. Now, American and European governments are trying to persuade China to crack down on companies making fake products. But with so many fakes and so few real products, it's unlikely that any government action will have a significant effect on the issue. For now, China will remain the country of the iStove and fake Harry Potter – for better or for worse.

Sources :

1. French, Howard W., "Chinese Market Awash in Fake Potter Books," New York Times, August 1, 2007, <http://www.nytimes.com/2007/08/01/world/asia/01china.html?pagewanted=all>
2. McDonald, Mark, "New from Apple: The iStove!", New York Times, February 25, 2012 <http://rendezvous.blogs.nytimes.com/2012/02/25/wow-new-the-apple-iphone-one-burner-stove/>

Reading Comprehension Questions

1. Which of the following could be an appropriate title for the passage?
 - a. Fake Brands in China and Abroad
 - b. The iPhone and Harry Potter in China
 - c. Why are Americans Concerned about Copying?
 - d. China's Fake Brands: Advantages and Problems
2. What does the author NOT say are benefits to having fake brands?
 - a. they are more affordable than real brands
 - b. they often work better than real brands
 - c. they make consumers less likely to go into debt than real brands
 - d. they often work as well and are just as beautiful
3. Which of the following is NOT true about the "iStove"?
 - a. it was the subject of an American newspaper article
 - b. it is made by Apple
 - c. it bears a label saying "iPhone" and the Apple logo
 - d. the company which made it was closed by the government
4. It is illegal in many countries to copy products or ideas because _____.
 - a. they want to encourage imitations
 - b. they want to encourage profits
 - c. they want to encourage investment
 - d. they want to encourage companies
5. Why does the author say there are many fakes in China?
 - a. strong laws
 - b. weak laws
 - c. investment
 - d. affordability
6. What does the author NOT say about the fake Harry Potter books?
 - a. they often say they were written by J. K. Rowling
 - b. they often have the same characters as the real Harry Potter books
 - c. they often use storylines from other famous books
 - d. they were written by J. K. Rowling
7. Why does the author say Americans and Europeans are worried about fakes?
 - a. fakes can increase their companies' profits
 - b. fakes can decrease their companies' profits
 - c. fakes can make products more affordable
 - d. fakes can make people wealthier
8. What is the author's attitude towards fakes?
 - a. matter-of-fact, concerned
 - b. extremely worried, upset
 - c. happy, carefree
 - d. angry, fearful

9. What do you think about fake products? Are they good or bad, and why?

Grammar: Future in the Past

When we want to talk about things that were possible in the past, we use the future-in-the-past. We usually use this tense when we are talking about things that were planned but NOT actually done. It is often used in the same sentence with the simple past.

ང་ཚོས་འདས་ཟེན་པའི་ནང་དུ་འབྱུང་གྱུ་ཡིན་པའི་བྱ་བ་ཞིག་སྐོང་མོལ་བྱེད་པའི་དུས་སུ། ང་ཚོས་ future-in-the-past བཀོལ་བ་ཡིན། རྒྱུན་པར་དུས་གསུམ་གྱི་ནམ་བཞག་འདི་འདྲ་ཞིག་བཀོལ་ནས་འཆར་གཞི་ཡོད་ཀྱང་སྐབ་མེད་པ་དག་སྐོང་གིན་ཡོད། དུས་རྒྱུན་དུ་དེ་དང་མཚུངས་པའི་སྒྱུར་བཏང་འདས་པའི་ཚིག་གི་ནང་དུ་བཀོལ་བ་ཡིན།

There are two major forms of future in the past:

Future-in-the-past (1): was/were + going to + V

- ☐ I was going to travel to Lhasa last summer, but I decided not to.
- ☐ I wasn't going to work this weekend, but I had to finish a report.
- ☐ (eat) _____

Exercise 1: Complete the conversations by following the model below (speaking)

A: Did you go to the concert last night?

B: No, I didn't. I was going to go to the concert, but I had to visit my grandmother instead.



1. Gina and Sam, play basketball, do their homework



5. Niko and Terry, go to the internet bar, clean the classroom



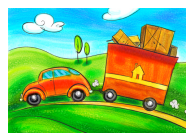
2. You, call your girlfriend, meet with my boss



6. Maria, watch a movie, wash her clothes



3. Ari, finish his homework, help his parents with the housework



7. Sonam, eat hotpot with his friends, help his family move to a new house



4. You and your parents, have dinner together, go to the hospital to see my aunt



8. You, dance with your friends, watch my little brother and sister

Exercise 2: Complete the sentences using the future-in-the-past tense

1. I knew that you _____ (go) to the party.
2. I told you that this plan _____ (fail).
3. When I was young, I decided that I _____ (become) a famous singer.
4. At the beginning of the game I was sure that we _____ (win) – but we didn't.
5. She _____ (come) to the wedding because her mother was in the hospital, but at the last minute she decided to come anyway.
6. Tom and Judy _____ (get) married, but they broke up several weeks before the wedding!
7. My sister and I _____ (not meet) for dinner tonight, but as both of our schedules were free we decided to get together.
8. You _____ (say) something, weren't you?

Exercise 3: Complete the sentences using the simple past, past continuous or future-in-the-past tenses

1. I _____ (eat) an orange one hour ago.
2. I _____ (eat) an orange when the teacher _____ (walk) into the room.
3. I _____ (eat) an orange, but just then the teacher _____ (walk) into the room.
4. Mark _____ (fight) the man who was being rude to him, but he _____ (decide) not to.
5. Carolyn _____ (work) on her math homework when the lights _____ (go) out.
6. He _____ (not study) English this term, but the teacher _____ (say) that he had to.
7. Adrian and Jerome _____ (think) that they both _____ (become) teachers, but they _____ (be) wrong: both of them _____ (become) scientists.
8. I _____ (see) a movie with my girlfriend last night, but instead I _____ (stay) home.
9. Why is Tara here? _____ (she/not walk) the kora tonight?
10. Alice _____ (take) the exam, but then she _____ (get into) college in Thailand, so she _____ (not have to).
11. _____ (your grandmother/make) dinner tonight? It is past 9:00 already and she hasn't started yet!
12. Though I _____ (call) you up at 5:00, I _____ (talk) with my parents



at that time, so I couldn't. I _____ (send) you a text message to let you know, but it seems like you _____ (not receive) it.

Sometimes, we use a different form of future-in-the-past to talk about things that were possible in the past.

Future-in-the-past (2):

Subject + Verb (about knowing) + Subject (again) + would + V + Object

Subject 1	Verb (simple past)	If/that	Subject 2	Modal verb (should, would, could)	Complement
I	thought	that	I	would become	a doctor.
Tashi	didn't know	if	He	would pass	the exam.
Sarah	knew	that	She	could climb	the mountain

- ☐ I wondered if we could find our way home.
- ☐ I thought that we should turn back down the valley.
- ☐ (go) _____

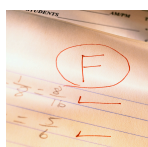
Exercise 4: Complete the conversations by following the model below (speaking)

A: Did you win the race?

B: No, I didn't.

A: That's too bad! I thought you would win the race.

B: I know, but I didn't – I fell down before the finish line.



1. Ron, pass the test (would/could), don't have enough time to finish



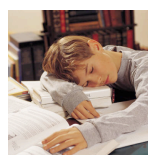
5. Robert, dance with that beautiful girl (would), get shy and left



2. You, meet your girlfriend for dinner (would), have to go home to help my parents



6. Your school, have a holiday (would), have classes all weekend.



3. Tenzin, finish the homework (would/could), fall asleep early last night



7. Your mother, finish her book (would/could), have to do a lot of other work



4. Your father, fix the car (would), get busy and forgot about it



8. Uncle Dunba, come to Rebgong (would), had to go to Yushu instead

Exercise 5: Make future-in-the-past sentences from the words below. You must put the verbs in the correct tense and add that/if and articles (a, the, etc.)

1. Sam / believe / he / would / change / world

-
2. Lori / wonder / she / could / finish / math homework
-
3. You / believe / you / could / bike / from here to Golog in a day / ?
-
4. She / think / she / would / stay / overnight / but she didn't.
-
5. I / think / Amelia and Jacob / would / be / together forever!
-
6. Lobsang / believe / you / would / win / the race.
-
7. You / think / Ben / could / run / faster than Tashi / ?
-
8. I / think / we / could / take a bus from here to Labrang.
-
9. Samantha / think / she / could / beat / all the students in a race
-
10. My friends / think / they / would / never / get old
-

Grammar: Mixed Modals...and more

Exercise 1: Write the correct answer in each blank to complete the sentences.

1. I couldn't (can't/couldn't/may not) play basketball very well when I was young, but now I can't/couldn't/shouldn't (can't/couldn't/shouldn't) play very well anymore.
2. The weatherman said it might (must/might/couldn't) rain tomorrow. That might (would/ought to/should) be too bad, because we'd have to cancel (取消 རྒྱུ་བྱེད་) the picnic.
3. A: Are you going to go to Paris this winter holiday? You really shouldn't/couldn't/won't (shouldn't/couldn't/won't) travel there – instead you mustn't/ought to/have to (mustn't/ought to/have to) go see your family.
B: I know I would/could/should (would/could/should) visit them, but I really want to travel to Paris. You learn a lot when traveling – if I hadn't traveled to Rome last year, I couldn't/have to/wouldn't (couldn't/have to/wouldn't) be able to speak Italian.
4. He couldn't/may/has to (couldn't/may/has to) arrive in Rebgong tomorrow, but he doesn't really know. He may/might not/shouldn't (may/might not/shouldn't) arrive until Monday.
5. You could/will/must (could/will/must) finish all of your homework by tomorrow! The teacher will/won't/couldn't (will/won't/couldn't) be very angry if you don't!
6. You don't have to/mustn't/are supposed to (don't have to/mustn't/are supposed to) read chapter 31 – it's not important.
7. Tashi, remember you mustn't/couldn't/should (mustn't/couldn't/should) smoke in school!
8. If I must/could/should (must/could/should) play the guitar, I would/should/must (would/should/must) play it all day long. But sadly, I must/may/can't (must/may/can't) play the guitar at all!

9. Ben, you _____ (are supposed to/ought not to/couldn't) sleep at the internet bar on Saturday nights! You _____ (are supposed to/ought not to/couldn't) sleep in your own bed instead.

10. I'm sorry! I _____ (mustn't/had to/shouldn't) work tonight, so I _____ (mustn't/couldn't/must) come to your party.

Exercise 2: Complete the conversations below by following the model (speaking)

A: Hi, Alex. I'm really sorry about yesterday!

B: Why? What do you mean?

A: You must have been very angry with me yesterday.

B: I don't get it. Why should I have been so angry?

A: Well...we had planned to go on a date yesterday, but I totally forgot about it! I'm so sorry! You couldn't possibly forgive me, could you?

B: No worries. Actually, I owe you an apology!

A: Really? Why?

B: I couldn't have gone on a date with you anyway...I had to take care of my sister yesterday ...and I completely forgot to tell you!

A: That's OK. We can go on a date some time soon.

B: That sounds great! Next time I'm sure we will both remember!

1. go shopping with me, go to the doctor
2. climb the mountain together, do my homework
3. see a movie, wash my clothes
4. have dinner together, go to visit my grandmother
5. play basketball together, go to a meeting
6. _____

Exercise 3: Complete the sentences using perfect modals (modal + have + PP)

1. I _____ (pass) that test! I studied so hard...
2. A gift for me! You _____ (buy) it, that's too kind!
3. I _____ (ask) her out on a date – I didn't know she was already married!
4. You _____ (climb) Amnye Machen in two days last summer! That's impossible!
5. I wish that I _____ (come) to the party. But I was too busy.
6. You walked here from Zeku? You should be careful – it's so cold that you _____ (freeze) to death!
7. You still have that book? You _____ (return) it to the library by now!
8. You ran here from Dobden yesterday? You _____ (be) exhausted when you arrived!
9. His bags are here in the bedroom – he _____ (already/arrive).
10. You _____ (stay) up so late last night! You'll be tired all day today. You really _____ (go) to bed earlier.

Exercise 4: Complete the following sentences using any modals in the simple present, present continuous or perfect forms

1. A: What are you doing? You _____ (shouldn't/study) modals! Studying modals is so difficult and painful!
- B: I know, but I _____ (must/study) modals – they're on the test!
2. It looks like it's going to snow! You _____ (should/shut) the windows.
3. You look sick. _____ (I/should/make) an appointment to see the doctor?
4. I _____ (have to/go) to the library to finish researching my paper.
5. A: Did you enjoy the movie last night? I thought it _____ (should/be) longer – I didn't feel like I got to know the characters well enough.
- B: I didn't like it very much. Instead of going to the movie, I _____ (should/stay) home and played with my little sister. She had wanted to come to the movie, but I told her she _____ (couldn't/come) and that she _____ (should/stay) home.
6. In my country, you _____ (must/be) very kind and courteous to hosts.
7. It's unusual that Ari is late! He _____ (should/be) here an hour ago! Do you think he _____ (may/got stuck) in traffic?
8. A: Do you know what kind of tree this is?
- B: It _____ (might/be) a spruce. But then again, it _____ (might/be) a juniper or pine instead. I really don't know – you _____ (should/ask) someone else!
9. A: _____ (you/can/help) me? I _____ (can't/find) the bus station. _____ (you/can/tell) me how to get there?
- B: You _____ (should/get in) a taxi - it's really very far away!
10. Students _____ (mustn't smoke) in school!

Exercise 5: Cloze

Advertising is a powerful force in our daily lives. While we know that we 1 always listen to ads, sometimes we simply 2 help ourselves. Ads are designed to be persuasive. As a result, many people, after seeing ads, feel that they simply 3 buy the product that was advertised. Then they go shopping, and spend a lot of money on things they 4 or 5 use in the future. Afterwards, they return home feeling guilty, thinking that they 6 spent so much money.

Research shows that the average American sees between 5,200 and 7,200 advertisements each day. Between TV, radio, signs and billboards, we 7 avoid the constant presence (在场, 出席) of advertisements. And today, advertising is branching into new areas (地区, 地域). Over the past several years, several people have made news by saying they 8 allow companies to put advertisements on their body! At some point in the near future, companies 9 advertisements on the faces of people around us!

There are now also advertisements on screens in subway tunnels, on buses, and any number of other places. Economists say that this spread of advertisements is due to market forces (市场调节作用), and consequently is something that we 10 accept as a necessary part of the modern world. But do we really 11 be surrounded by advertisements at all times? It surely 12 be healthy for us. As humans, we evolved to respond to stimulus (刺激) in our environment. Thousands of years ago, as hunters in the jungle, we 13 stayed alive and found food to eat without this stimulus-response system in our brains. But today, our brains respond not to threats in

the environment or possible food, but to the media, advertisements, and other things in the modern environment around us. We were built to respond to things like ads; if we weren't, we 14 died out thousands of years ago in the jungles of Africa.

So what 15 we do? How 16 we avoid these advertisements that surround us? There's really no way – we simply 17 resist (抵制, 阻挡) the power of advertising ourselves. Otherwise, we'll spend our lives regretting things we 18, thinking about what we 19 used the money for instead, what we 20 differently or what we 21 do differently next time. In America, we say "could've, would've, should've" to talk about things we regret. If we 22 resist advertisements, we won't be talking about the things we "could've, should've, would've" done, but instead can focus on living our life for ourselves. We 23 what we want to do, not what advertisers tell us we 24; we 25 truly begin to live our life for ourselves!

- | | | | |
|---------------------------|--------------------------|------------------------|--------------------|
| 1. A. should | B. couldn't | C. must | D. shouldn't |
| 2. A. can | B. couldn't | C. can't | D. could |
| 3. A. can | B. might | C. must | D. would |
| 4. A. may | B. can | C. must | D. would |
| 5. A. may not | B. can't | C. mustn't | D. wouldn't |
| 6. A. ought to have | B. ought to | C. ought not to have | D. ought not to |
| 7. A. can | B. can't | C. must | D. mustn't |
| 8. A. should | B. could | C. would | D. can |
| 9. A. should be placing | B. might be placing | C. wouldn't be placing | D. will be placing |
| 10. A. shouldn't | B. could | C. must | D. mustn't |
| 11. A. ought to | B. have to | C. ought not to | B. don't have to |
| 12. A. can | B. must | C. shouldn't | D. can't |
| 13. A. could have | B. couldn't have | C. could | D. couldn't |
| 14. A. would | B. wouldn't | C. would have | D. wouldn't have |
| 15. A. could | B. should | C. would | D. mustn't |
| 16. A. can't | B. can | C. must | D. mustn't |
| 17. A. shouldn't | B. could | C. have to | D. don't have to |
| 18. A. should have bought | B. shouldn't have bought | C. could have bought | D. couldn't buy |
| 19. A. could use | B. could have used | C. couldn't have used | D. couldn't use |
| 20. A. would | B. would have | C. wouldn't | D. wouldn't have |
| 21. A. would | B. must | C. will | D. have to |
| 22. A. can't | B. are able to | C. have to | D. ought to |
| 23. A. will be able to do | B. will have done | C. could do | D. won't do |
| 24. A. should have done | B. should do | C. could have done | D. could do |
| 25. A. can | B. can't | C. would | D. wouldn't |

Project: Make your own advertisements

In groups, write and design a 2 minute advertisement (for TV) for the product given to you by the teacher. You will need a script, slogan and logo. Be creative! How can you persuade the rest of the class that they need to buy your product?

Cloze 1 (2011 上海)

Everyone in business has been told that success is all about attracting and retaining (留住) customers. It sounds simple and achievable. But, 1, words of wisdom are soon forgotten. Once companies have attracted customers they often 2 the second half of the story. In the excitement of beating off the competition, negotiating prices, securing orders, and delivering the product, managers tend to become carried away. They forget what they regard as the boring side of business - 3 that the customer remains a customer.

4 to concentrate on retaining as well as attracting customers costs business huge amounts of money annually. It has been estimated that the average company loses between 10 and 30 per cent of its customers every years. In constantly changing 5, this is not surprising. What is surprising is the fact that few companies have any idea how many customers they have lost.

Only now are organizations beginning to wake up to those lost opportunities and calculate the 6 implications. Cutting down the number of customers a company loses can make a big 7 in its performance. Research in the US found that a five per cent decrease in the number of defecting (流失的) customers led to 8 increases of between 25 and 85 per cent.

In the US, Domino's Pizza estimates that a regular customer is worth more than \$5,000 over ten years. A customer who receives a poor quality product or service on their first visit and 9 never returns, is losing the company thousands of dollars in 10 profits (more if you consider how many people they are likely to tell about their bad experience).

The logic behind cultivating customer 11 is impossible to deny. "In practice most companies' marketing effort is focused on getting customers, with little attention paid to 12 them", says Adrian Payne of Cornfield University' School of Management. "Research suggests that there is a close relationship between retaining customers and making profits. 13 customers tend to buy more, are predictable and usually cost less to service than new customers. Furthermore, they tend to be less price 14, and may provide free word-of-mouth advertising. Retaining customers also makes it 15 for competitors to enter a market or increase their share of a market.

- | | | | |
|---------------------|------------------|------------------|--------------------|
| 1. A. in particular | B. in reality | C. at least | D. first of all |
| 2. A. emphasize | B. doubt | C. overlook | D. believe |
| 3. A. denying | B. ensuring | C. arguing | D. proving |
| 4. A. Moving | B. Hoping | C. Starting | D. Failing |
| 5. A. markets | B. tastes | C. prices | D. expenses |
| 6. A. culture | B. social | C. financial | D. economical |
| 7. A. promise | B. plan | C. mistake | D. difference |
| 8. A. cost | B. opportunity | C. profit | D. budget |
| 9. A. as a result | B. on the whole | C. in conclusion | D. on the contrary |
| 10. A. huge | B. potential | C. extra | D. reasonable |
| 11. A. beliefs | B. loyalty | C. habits | D. interest |
| 12. A. altering | B. understanding | C. keeping | D. attracting |
| 13. A. Assumed | B. Respected | C. Established | D. Unexpected |
| 14. A. agreeable | B. flexible | C. friendly | D. sensitive |
| 15. A. unfair | B. difficult | C. essential | D. convenient |

Cloze 2: James' New Bicycle (2009 北京)

James shook his money box again. Nothing! He carefully 1 the coins that lay on the bed. \$24.52 was all that he had. The bicycle he wanted was at least \$90! 2 on earth was he going to get the 3 of the money?

He knew that his friends all had bicycles. It was 4 to hang around with people when you were the only one without wheels. He thought about what he could do. There was no 5 asking his parents, for he knew they had no money to 6.

There was only one way to get money, and that was to 7 it. He would have to find a job. 8 who would hire him and what could he do? He decided to ask Mr. Clay for advice, who usually had 9 on most things.

"Well, you can start right here," said Mr. Clay. "My windows need cleaning and my car needs washing."

That was the 10 of James's odd-job(零工) business. For three months he worked every day after finishing his homework. He was amazed by the 11 of jobs that people found for him to do. He took dogs and babies for walks, cleared out cupboards, and mended books. He lost count

of the 12 of cars he washed and windows he cleaned, but the 13 increased and he knew that he would soon have 14 for the bicycle he longed for.

The day 15 came when James counted his money and found \$94.32. He 16 no time and went down to the shop to pick up the bicycle he wanted. He rode 17 home, looking forward to showing his new bicycle to his friends. It had been hard 18 for the money, but James knew that he valued his bicycle far more 19 he had bought it with his own money. He had 20 what he thought was impossible, and that was worth even more than the bicycle.

- | | | | |
|-------------------|-----------------|----------------|--------------|
| 1. A. cleaned | B. covered | C. counted | D. checked |
| 2. A. How | B. Why | C. Who | D. What |
| 3. A. amount | B. part | C. sum | D. rest |
| 4. A. brave | B. hard | C. smart | D. unfair |
| 5. A. point | B. reason | C. result | D. right |
| 6. A. split | B. spend | C. spare | D. save |
| 7. A. borrow | B. earn | C. raise | D. collect |
| 8. A. Or | B. So | C. For | D. But |
| 9. A. decisions | B. experience | C. opinions | D. knowledge |
| 10. A. beginning | B. introduction | C. requirement | D. opening |
| 11. A. similarity | B. quality | C. suitability | D. variety |
| 12. A. brand | B. number | C. size | D. type |
| 13. A. effort | B. pressure | C. money | D. trouble |
| 14. A. all | B. enough | C. much | D. some |
| 15. A. finally | B. instantly | C. normally | D. regularly |
| 16. A. gave | B. left | C. took | D. wasted |
| 17. A. patiently | B. proudly | C. silently | D. tiredly |
| 18. A. applying | B. asking | C. looking | D. working |
| 19. A. since | B. if | C. than | D. though |
| 20. A. deserved | B. benefited | C. achieved | D. learned |

Test Reading 1 (2010 河北石家庄二模)

A T-shirt a day has kept unemployment away for an American man who is making about \$85,000 a year by selling advertising space on his shirt.

Jason Sadler, 26, was once a former marketing expert from Florida. In 2008, he founded his own company, "iwearyourshirt", with the idea to wear a T-shirt supplied by any company and then use social media tools to develop the company. Sadler charges the "face value" of the day for his human billboard (广告牌) service. So January 1 costs \$1, while December 31 costs \$365. He said this may not sound like a lot, but it adds up to \$66,795 a year if he sells out every day, which he did this year. He also sells monthly sponsorships (赞助) for \$1,500, adding another \$18,000 to his income.

"I walk around, take photos, wear the shirt all day ... I blog about those photos, I put them up on Twitter, I change my Facebook introduction...and then I do a Youtube video. I made about \$83,000 this year," he told Reuters Television. The average U.S income is about \$615 a week or about \$32,000 a year, according to the U.S government.

Sadler has already begun to plan for his year 2010. He is making services larger by hiring another person to wear a shirt a day on the west coast of the United States.

- What is Sadler's "face value" of the day December 30?
A. \$364. B. \$365. C. \$615. D. \$1,500.
- It can be inferred that Sadler didn't advertise on _____.
A. Twitter B. Facebook C. Youtube D. Reuters
- Jason Sadler has a new plan to ____ for the year 2010.
A. employ another person to replace him B. start his business on the west coast

- C. stay at home on the east coast D. double the charge for the service
 4. The passage is mainly about ____ in a new way.
 A. taking photos B. writing blogs C. making money D. selling T-shirts

Test Reading 2 (2008 全国 II)

Attractions in Wisconsin

Wisconsin Historical Museum

30 N. Carroll Street on Madison's Capitol Square

Discover Wisconsin's history and culture (文化) on four floors of exhibits. Open for public program.

Admission is free.

Open Tuesday through Saturday, 9:00am -- 4:00 pm.

(608) 264-6555 www.wisconsinhistory.org/museum

Swiss historical village

612 Seventh Ave., New Glarus

The Swiss Historical Village offers a delightful look at pioneer life in America's heartland. 14 buildings in the village give a full picture of every day life in the nineteenth-century Midwest.

Tue.-Fri., May 1st -October 31st , 10:00 am-4:00 pm. Admission is \$20.

(608) 527-2317 www.swisshistoricalvillage.com

Artisan Gallery & Creamery Café

6858 Paoli Rd., Paoli, WI

One of the largest collections of fine arts and crafts (手工艺品) in Wisconsin. Over 5000 sq. ft. of exhibition space in a historic creamery. While visiting enjoy a wonderfully prepared lunch at our café overlooking the Sugar River. Just minutes from Madison!

Gallery open Tue. -Sun., 10:00 am-5:00 pm.

Café open Wed. -Sat., 11:00 am -3:00 pm.

Sun. brunch with wine, 10:00-3:00 pm.

(608) 845-6600 www.artisangal.com

Christopher Columbus Museum

239 Whitney St., Columbus

World-class exhibit -2000 quality souvenirs (纪念品) marking Chicago's 1893 World Columbian Exhibition. Tour buses are always welcome.

Open daily, 8:15 am - 4:00 pm.

(920) 623-1992 www.columbusantiquemall.com

1. Which of the following is on Capitol Square?

- A. Wisconsin Historical Museum. B. Swiss Historical Village.
 C. Artisan Gallery & Creamery Café. D. Christopher Columbus Museum.

2. Where can you go for a visit on Monday?

- A. Wisconsin Historical Museum. B. Swiss Historical Village.
 C. Artisan Gallery & Creamery café. D. Christopher Columbus Museum.

3. Where can visitors have lunch?

- A. At Wisconsin Historical Museum. B. At Swiss Historical Village.
 C. At Artisan Gallery & Creamery Café. D. At Christopher Columbus Museum.

4. We learn from the text that _____.

- A. Swiss Historical Village is open for half a year
 B. Christopher Columbus Museum overlooks a river
 C. tickets are needed for Wisconsin Historical Museum
 D. Artisan Gallery & Creamery Café are open daily for 4 hours

Test Reading 3 (2011 四川)

Exploit your parking space

An unused parking space or garage can make money. If you live near a city center or an airport, you could make anything up to £200 or £300 a week. Put an advertisement (广告) for free on Letpark or Atmyhousepark.

Rent (出租) a room

Spare room? Not only will a lodger (房客) earn you an income, but also, thanks to the government-backed "rent a room" program, you won't have to pay any tax on the first £4500 you make per year. Try advertising your room on Roomspare or Roommateeasy.

Make money during special events

Don't want a full-time lodger? Then rent on a short-term basis. If you live in the capital, renting a room out during the Olympics or other big events could bring in money, Crashpadder can advertise your space.

Live on set

Renting your home out as a "film set" could earn you hundreds of pounds a day, depending on the film production company and how long your home is needed. A quick search on the Internet will bring up dozens of online companies that allow you to register your home for free—but you will be charged if your home gets picked.

Use your roof

You need the right kind of roof, but some energy companies pay the cost of fixing solar equipment (around £ 14,000), and let you use the energy produced for nothing. In return, they get paid for unused energy fed back into the National Grid. However, you have to sign a 25-year agreement with the supplier, which could prevent you from changing the roof.

1. If you earn £ 5000 from renting a room in one year, the tax you need to pay will be based on ____.

A. £ 800 B. £ 500 C. £ 4500 D. £ 5000

2. Where can you put an advertisement to rent out a room during a big event?

A. On Letpark. B. On Roomspare. C. On Crashpadder. D. On Roommateeasy.

3. If you want to use energy free, you have to ____.

A. sign an agreement with the government B. pay around £ 14,000 for the equipment
C. sell the roof to some energy companies D. keep the roof unchanged for within 25 years

4. For whom the text most probably written?

A. Lodgers. B. Advertisers. C. House owners. D. Online companies

Test Reading 4 (2010 全国 II)

Cooldest Hotels in the World

Ariau Amazon Towers

The Ariau Amazon Towers hotel lets you sleep in a tree house. Eight towers make up this hotel that offers over 300 rooms. If you really want to get into the spirit, book the Tarzan suite which is large enough for a big family. You'll be thirty feet up in the air and can travel between the towers through their wooden walkways.

Prices, starting at \$300 one night for each person for a regular room and going all the way up to \$3000 for the Tarzan Suite.

For more information, visit the website: <http://www.ariautowers.com>

The Ice Hotel

Every winter in Jukkasjarvi, Sweden kind of hotel called the Ice Hotel is built. Each year, world-famous artists are invited to design and produce works of art from the ice, many of which can be

found in the rooms. You'll have your choice between hot or cold rooms, but you will be well advised to stay at least one night in a cold room for a true experience.

Prices: starting at \$318 one night for each person for either a cold room or a warm one.

For more information, visit the website: <http://www.icehotel.com>

Propeller Island

Propeller Island City Lodge is a very special hotel that was designed by a German artist. Each room provides you with the possibility of living in a work of art. Every single piece of furniture in the thirty rooms of the hotel has been hand-made and each room is completely different. You'll be able to choose a room based on your own personal tastes.

Prices: starting at just \$91 a night, and an additional person for only 20 extra dollars.

For more information, visit the website: <http://www.propeller-island.com>

For information about other cool hotels in the world, visit the website:

<http://www.bahamabeachclub.com>

1. What is special about the Arian Amazon Towers hotel?

A. You can sleep in the houses B. You can choose any of the towers

C. It is designed for big families D. Every room has a walkway

2. For two persons spending a night in one of these hotels, they have to pay at least...

A. \$111 B. \$182 C. \$600 D. \$636

3. Which website should you visit if you want to find out whether there exists a hotel under the sea?

A. <http://www.icehotel.com> B. <http://www.ariatowers.com>

C. <http://www.propeller-island.com> D. <http://www.bahamabeachclub.com>

4. Which hotel would invite artists to come to work every year?

A. Propeller Island City Lodge B. Arian Amazon Towers

C. The Ice Hotel D. Bahama Beach Club

Test Reading 5 (2011 甘肃第一次调研)

With their weakening bodies, advanced age or increasing pressure of work or study, people have been advised and usually persuaded to have health care products. Do you remember your first time to take a nutritional supplement (营养补充品)? What was your first impression?

Posted by Amy, Dec. 23, 2010 8:05 PM

Madeline on Dec. 24, 2010 7:25 PM

Years ago, as a young mom with two small children, I struggled to keep up with the demands of a busy life. One day, I woke up feeling so tired that I knew something had to change! A friend gave me some Royal Jelly—an amazing substance (物质) from the beehive (蜂房). I was doubtful, but desperate...so I tried it! In time, I began to experience renewed energy and vitality (活力) like never before! Now, over two decades later, I travel all round the country, sharing my life-changing experience. I'm grateful for the energy to keep up and love to share this wonderful discovery with others.

Blanca on Dec. 25, 2010 7:02 PM

Ten years ago, when I was 73, my mind wanted to be busy and useful, but my body didn't. I became tired and lethargic (无精打采的). That's when my daughter Madeline tried to persuade me to try her special Royal Jelly. It made such a dramatic (巨大的) difference in her life, so she was sure it could help me too! Hesitating for 2 days, I gave in. She was right! I no longer felt worn out. I had a new, youthful zest (热情) for life and I've been OK — thanks to Royal Jelly!

Lori on Dec. 25, 2010 10:27 PM

When my mom Madeline was introduced to Royal Jelly, it affected my life, too! Mom gave me some of her fantastic Royal Jelly. Boy, things did turn around! I had more energy and stamina (耐力) and was finally able to keep up with high school and, eventually, college activities. Today, I'm a busy mom in my mid-thirties with two active boys and a new business! I have enough energy

to do it all! I'm glad I took my Mom's advice.

1. From the text, we learn that _____.
 A. Madeline became more than willing to take Royal Jelly at the very beginning
 B. Lori was grateful partly because Royal Jelly helped him to improve his studies
 C. Royal Jelly is a product that can help renew a person's energy and vitality
 D. Amy has benefited from Royal Jelly so she posted a topic about the product
2. Which of the following is true of Blanca?
 A. She replied to the topic on Christmas Eve. B. She tried Royal Jelly without hesitation.
 C. She is now supposed to be in her seventies. D. She was the second one to reply to the topic.
3. What's the relationship between the Royal Jelly takers?
 A. Lori and Blanca are Madeline's grandchildren.
 B. Madeline is Blanca's daughter and Lori's mother.
 C. Blanca is Lori and Madeline's great grandmother.
 D. They have no blood relationship but friendship.
4. Where can we most probably read this text?
 A. In a sports club. B. On an Internet page. C. In a fiction. D. In a travel magazine.

Test Writing 1

你校学生会需招聘一名留学生做英语学习顾问，请你以短文形式写一则招聘启事。

内容主要包括：

- 母语是英语，汉语流利者优先
- 解答英语学习问题，协助组织英语活动
- 每周 4 小时，报酬面议
- 联系人：李华（Tel:13011223344）

注意：1. 词数 100 左右；

- 2. 可以适当增加细节，以使行文连贯；
- 3. 启事标语和结尾已为你写好。

English Advisor Wanted

Test Writing 2 (2007 全国 II)

一家宾馆新开业，为吸引外国宾客，希望在互联网上进行宣传。请你用英语为其写一篇文字介绍。

主要内容应包括：

- 1.地点：距白山入口处 500 米；
- 2.房间及价格：单人间(共 20 间)，100 元/天;双人间(共 15 间)，150 元/天;热水淋浴；
- 3.餐饮：餐厅(中、西餐)，咖啡厅(茶、咖啡)；
- 4.游泳池：全天免费开放；5.欢迎预定。

注意：1.词数 100 左右，开头语已为你写好；

- 2.可适当增加细节，以使行文连贯。

Test Writing 3 (2011 天津)

假设你是晨光中学学生会主席李华。你校将于 6 月 26 日接待来自美国某中学的学生访问团。你受学校委托，负责安排其在津的一日活动。请根据以下提示，用英语给该团的领队 Smith 先生写一封电子邮件，介绍活动计划并简要说明理由，最后征求对方意见。

- ☐ 上午与我校学生座谈（话题如校园生活、文化差异等）；
- ☐ 中午与我校学生共同进餐（午餐包括饺子、面条等）；
- ☐ 下午与我校学生游览海河。

注意：1、词数不少于 100；
2、可适当加入细节，以使内容充实、行文连贯；
3、信的开头和结尾已给出，不计入总词数。

参考词汇：海河 the Haihe River

Dear Mr. Smith,

I am Li Hua, chairman of the Student Union, from Chenguang High School. _____

Yours sincerely,
Li Hua



Unit 7: Criticism and Analysis

Vocabulary 1: Analyzing Art

What is art? What is its purpose?



What are some different types of art?

- ☐ Thangka ☐
- ☐ Sculpture ☐
- ☐ ☐

In your opinion, is art important? Why or why not?

Write three sentences about each of the artworks below. What is in each artwork (what is the subject)? What is the meaning of each artwork? What do you think of each artwork? Criticize both the appearance and meaning of the artworks.



1. Liberty Leading the People, Eugene Delacroix, 1830 _____

2. Drolma statue, Rebgong _____



3. Clock of the Académie Française, Andre Kertesz, 1929 _____

4. After the Flood, Paul Klee, 1936 _____

The vocabulary in this unit will help you talk about art, music, literature, arguments, opinions, thoughts...really anything that we can judge (判断 དུད་འཇོག).

Match the words below to their meanings.

- | | |
|--|--|
| 1. Criticism (n), criticize (v) | 5 to be an example of, to be a symbol of OR to act or speak for (someone/thing) |
| 2. Analysis (n), analyze (v) | ___ meaning; importance |
| 3. Objective (adj) | ___ find the differences between things |
| 4. Subjective (adj) | ___ understanding; to understand a specific (具体的 རྟོག་པར་) meaning in something; one specific understanding of something's meaning |
| 5. Represent (v) | ___ to judge, to talk about the problems or faults of a person/thing |
| 6. Symbolize (v), symbol (n) | ___ a thing/person/action that has a larger meaning than itself (the Potala Palace is a ___ of Tibet); to represent |
| 7. Opinion (n) | ___ to say or communicate something |
| 8. Compare (v), comparison (n) | ___ to see how things are similar or different |
| 9. Significance (n), significant (adj) | ___ to say something (that you don't agree with or think is wrong) may be true or real |
| 10. Theme (n) | ___ based on facts, reality |
| 11. Distinguish (v) | ___ based on feelings or opinions, not facts |
| 12. Admit (v) | ___ a subject or topic |
| 13. Interpret (v), interpretation (n) | ___ belief, judgment, or thought |
| 14. Express (v) | ___ study something carefully |

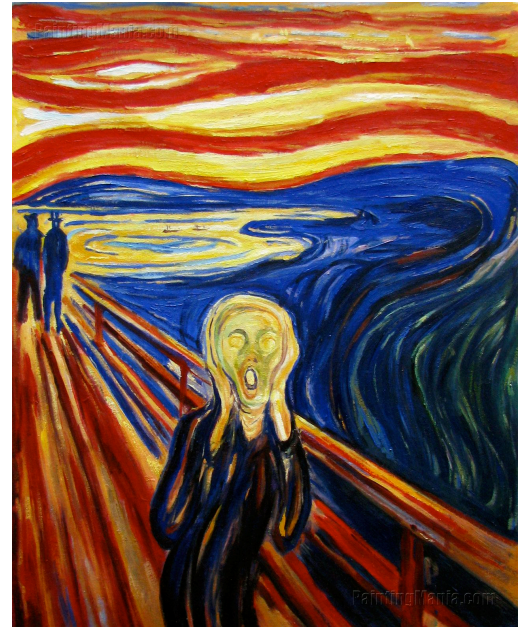
Reading: The Scream and Artistic Analysis

High school students often learn the basics of criticism and analysis when studying literature. They learn the difference between what is objective – “this book has 251 pages” – and what is subjective – “in my opinion, this book was terribly written.” Students learn how to think about not just what a book or poem is (the characters and the story) but also what it means.

But while students learn to criticize and analyze books, they don't often have the opportunity to do the same for art and music. The interpretation of art is a large academic field (专业 领域) itself. But how can we learn about the significance – the deeper meaning - of any particular artwork?

Beyond simply looking at the artwork, we can learn about the artist themselves. The social and political environment in which the artist worked, their personal philosophy and their personal life – all of these factors can help us learn about the artist, and consequently the meaning and symbolism of his/her art.

Edvard Munch's *The Scream*, one of a series (一系列 画作) of paintings created between 1893 and 1910, has been interpreted in many different ways. At the end of the 19th century, many people were thinking about the decline (下降 趋势) of religion in Europe - and what might be able to replace it. Some people think that *The Scream* represents the dilemma (进退 两难, 困境 处境) of the modern man – a person who wants to believe in something, but can find nothing real, solid (可靠的, 可信赖的, 确实的, 坚实的 东西) or truthful to believe in. Karl Marx described this



problem in one famous line - “all that is solid melts into air.” Everything that people thought was real or true, says Marx, has become meaningless, nothing, empty. Everything in the modern world is chaos (混乱 状态); nothing meaningful can be separated or distinguished from the confusion. With nothing to believe in, this man becomes the helpless, lost and confused figure in *The Scream*.

Other people think that *The Scream* is about a different theme altogether - the situation of artists as they prepare to create art. In this interpretation, it is the pain of creation that is expressed in the scream, the “panic (惊慌, 恐慌 状态) and chaos” which is the source of art.

And what about the artist himself? Munch became insane (疯癫, 有精神病 状态) for a portion of his life, and he said that *The Scream* represented the terror (恐

怖，恐惧 (འཇིགས་རྒྱུད་) of insanity. “I was being stretched to the limit” (紧张到无法容忍 (འཚབ་ནས་ཇི་བྱེད་འདི་བྱེད་མེད་པ།), he said. “Nature was screaming in my blood—I was at breaking point (解体 གསལ་བཤད་བྱེད་པ།). And after that I gave up hope of ever being able to love again.”

With all of these different interpretations of the picture, how can we form our own opinion? We can start, at least, by learning about the artist, and comparing the different interpretations. We have to make judgments and say things we're not sure about. And we have to be willing to admit that we're wrong, or that we don't know.

But nevertheless, all ideas and interpretations are valid (有效的 རྒྱས་པ་ཐོན་པ།) – because all may contain a piece of truth. So whether you think The Scream is about the dilemma of modern man, love, fear, death, anxiety, the creative process, insanity or something else, your own subjective opinion is still important! So study artworks carefully, learn about the artist and their social/cultural environment and then decide what you think of the artwork. Who knows – you may discover something amazing about the artwork or about yourself!

Reading Comprehension Questions

- According to the passage, high school students learn _____.
 a. how to think critically about art
 b. how to think critically about subjective topics
 c. how to think critically about objective topics
 d. how to think critically about literature
- The difference between “objective” and “subjective” can be described as _____.
 a. fact and reality
 b. fact and opinion
 c. your opinion and someone else's opinion
 d. truth and reality
- The interpretation of art is:
 a. something high school students often learn about
 b. not a large academic field
 c. something college students learn about
 d. a large academic field
- Which of the following does the passage NOT say is a way to learn about the significance of an artwork?
 a. learning about the artist's habits
 b. learning about the artist's beliefs
 c. learning about the artist's life
 d. examining the work visually
- The Scream was not _____.
 a. one of many paintings of the same name
 b. the only painting of its name
 c. painted by Edvard Munch
 d. interpreted many ways
- Which of the following is not (according to the passage) an interpretation of The Scream?
 a. The Scream represents man's fear of nature and/or of God
 b. The Scream represents the difficulty and pain of creation
 c. The Scream represents the artist's descent into madness
 d. The Scream represents man's search for meaning and truth in a world without religion or anything higher to believe in
- What did Munch himself say about The Scream?
 a. The Scream represents man's fear of nature and/or of God
 b. The Scream represents the difficulty and pain of creation
 c. The Scream represents the artist's descent into madness
 d. The Scream represents man's search for meaning and truth in a world without religion or anything higher to believe in
- What do you think of The Scream? What might the painting mean?

Grammar: Mixed Verbs

Exercise 1: Complete the dialogues by following the model below (speaking)

A: Peter! How are you? What have you been doing?

B: Good to see you! I have been working in a factory in Xining. What about you?

A: I have been studying at Qinghai Normal University. I am studying Chinese and Amdo Tibetan.

B: That's great! I'm sure you are studying hard.

A: Yes...it's hard work, but it's very rewarding. I hope you will come to visit me soon!

B: I was going to visit last summer, but I couldn't! Maybe I will come this summer.



1. Nellie, make woodcarvings, paint in Rebgong, paint thangka for tourists, paint beautifully



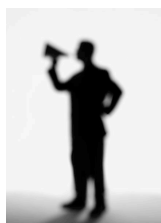
5. Natasha and Ben, fix cars in a mechanic shop, write in Lhasa, write novels and poetry, write beautifully



2. May and Alison, build houses, teach in Labrang, teach primary school and middle school, teach well



6. Bob, work in a company, play on a professional basketball team, play forward and center, train hard



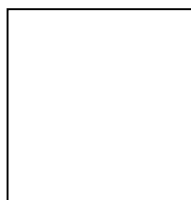
3. Jonathan, cook in a dumpling restaurant, manage a small company, manage more than fifty people, work hard



7. Louis, study to become a monk, sing professionally, sing Tibetan and Chinese songs, sing beautifully



4. Kevin and Alice, prepare for our wedding, design buildings, design museums and universities, design beautiful buildings



8.

Exercise 2: Choose the correct answers below to complete the dialogue

Tsering: Hello Drolma, I haven't seen (didn't see/haven't seen/wasn't see) you for a long time! What _____ (did you do/have you done/have you been doing) all this time?

Drolma: It's good to see you too, Tsering! I _____ (have been working/worked/will work) in Zeku as a teacher. The last time I _____ (was seeing/saw/have seen) you, if I remember right, you _____ (have just finished/had just finished/will just finish) working as a tour guide. But you said that you _____ (took/were going to take/have taken) a different job soon.

Tsering: Yes! The last time you saw me, I still _____ (think/will think/thought) that I _____ (started/have started/was going to start) working as a cook. But I _____ (had changed/will have changed/changed) my mind! Instead, I _____ (still worked/am still working/had still worked) as a guide – but now I _____ (became/have become/had become) the manager of my own travel agency, Tibetan Adventures. Our business _____ (increased/has increased/had increased) every year since 2009!

Drolma: Wow, that _____ (is/was/will be) amazing! Where _____ (did your company lead/does your company lead/will your company) tours to?

Tsering: Our company _____ (had/has had/has) trips to every part of the Tibetan Plateau, from Mount Kailas (Gang Rinpoche) in the west to Labrang in the east! We _____ (had tried/have been trying/will have tried) to expand over the past few years – we _____ (were going to add/added/have added) trips to Nepal and Bhutan this year, but we _____ (will get/had gotten/didn't get) permits (许可证 མཁན་ཆུང་དང་ཡིག) from the government. In the future, I hope that we _____ (have become/ will have become/will become) the largest and most-respected travel agent in the region. By 2015, we _____ (will open/will have opened/have opened) a new office in Chengdu and _____ (will be begun/will have begun/will be being begun) to offer more trips in Kham.

Drolma: That sounds great! I _____ (is/am/be/is being) so happy for you!

Tsering: But that _____ (is/will be/be) really enough about me; what about you? What else _____ (had you done/have you been doing/had you been doing)?



Drolma: I _____ (will want/want/wanted) to tell you before, but I _____ (haven't/didn't have/haven't had) the opportunity – I _____ (have got/had got/got) married last summer!

Tsering: Congratulations! Who _____ (will be/has been/is) your lucky husband?

Drolma: His name is Phuntsok; he _____ (will be/has been/is) from a family of nomads in Golok.

Tsering: Wow! How _____ (are you meeting/do you meet/did you meet) him?

Drolma: Two years ago, while I _____ (visited/was visiting/have visited) relatives in Golok for Losar, I _____ (was going/went/have gone) shopping in Dawu town. While I _____ (walked/was walking/have walked) down the icy street, I _____ (have slipped/slipped/was slipping) and _____ (have fallen/fell/was falling). I _____ (was trying/have tried/tried) to get up but I _____ (can't walk/couldn't walk/can't walked) at all! I _____ (have had/had/was having) to go to the hospital, where I _____ (have discovered/discovered/was discovering) I had a broken leg. The doctors _____ (were fixed/fixed/were fixing) my leg, but one nurse was particularly kind and helpful. This nurse _____ (was being/be/was) the man I would marry two years later!

Tsering: What a romantic story! I _____ (wished/wish/am wished) you and your husband every happiness!

Drolma: Thank you! I have to go now, but it _____ (was/is/will be) very nice talking to you! I hope that we _____ (can meet/can't meet/could met) again soon!

Tsering: I _____ (have to travel/had to travel/will have traveled) to Zeku next month, so maybe then I _____ (should meet/can meet/would meet) you and your husband! I _____ (will have traveled/will be traveling/will have been traveling) in the area for nearly a week, so we _____ (have/will have/will have had) a lot of time to meet.

Drolma: That sounds great! I _____ (see/saw/seen) you then!

Tsering: See you then! Goodbye, and nice talking to you!

Phrasal Verbs 9: Three word

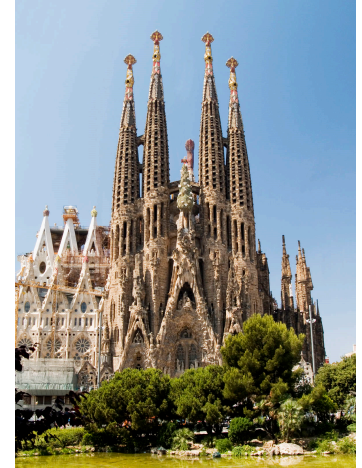
Come along (with)	Accompany, come with (someone)	We're going shopping in town. Do you want to come along with us?
Come over (to)	Visit the place where the speaker is	I'm not busy right now...do you want to come over to my house?
Cut out (of)	To remove (from a newspaper, etc) by cutting [separable]	I thought this article was interesting, so I cut it out of the newspaper.
Find out (about)	Discover information about	When did you find out about your girlfriend's relationship with Tom?
Get together (with)	Join, meet	We haven't seen each other for a long time...we should get together soon.
Go back (to)	To return to a place	When are you going back to work?
Go over (to)	1. approach, come close to 2. visit someone's home	The teacher went over to the blackboard. We should go over to Ben's house this evening.
Hang around (with) Hang out (with)	Spend time (not planned or organized), relax with (someone)	He likes to hang around the internet bar. I want to hang out with friends tonight.
Keep away (from)	1. Don't give to 2. stay away from	Keep fire away from children! You should keep away from fire!
Set out (for)	Begin a trip	I will set out for Henan tomorrow.
Sit around (with)	Sit and do nothing	You shouldn't just sit around with friends all day long. You should go out and play instead!

Exercise 1: Complete the sentences with three word phrasal verbs

- If you're not busy tonight, you should come _____ us to the bar!
- I haven't seen you in a long time. I'd love to get _____ you this week! Do you have any time?
- I don't want to go shopping. I just want to hang _____ my friend Jack at his house.
- The child had fallen down and was crying, so I went _____ him to calm him down.
- When did you find _____ your father's plans to get remarried?
- We will be driving for a long time, so I want to set _____ home early.
- Please keep _____ the stove – it's very hot.
- You should come _____ my house tonight – I'm going to be watching a movie.
- I saw a picture of my friend in the paper, so I cut it _____ to show him.
- Do you think you'll go _____ your hometown someday?
- I didn't do anything today except sit _____ my family at home.

Special Topic: Gaudi

Antoni Gaudi was a Spanish architect who lived from 1852 to 1926. While he is sometimes thought of as a “modernist” architect, one cannot truly categorize (分类་རྒྱུ་) Gaudi’s work. His buildings are so unique and special that nearly all of them can be easily recognized as his work, and seven of his constructions have become UNESCO World Heritage Sites (世界遗产 འཛམ་གླིང་གླུ་ལ་བཞག) simply because there is nothing else like them anywhere in the world.



Gaudi was born in a poor family in rural (农村的 རིང་ཁྲོང་



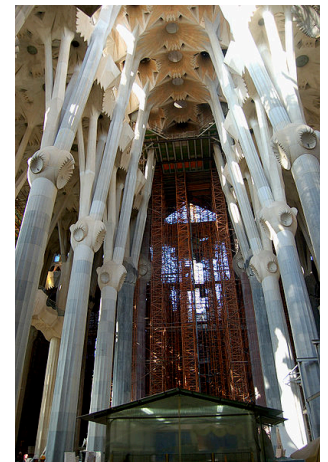
ཞི) Catalunya, a region in the north of Spain. He was often sick as a child, and became deeply religious at this time. He served in the military, and then studied architecture in Barcelona. After graduating, he started to get commissions (委托 ལས་འགན།) for buildings from wealthy people in Barcelona as well as the Catholic Church (天主教会 གནས་བདག་ཚོས་ཚགས།).

In 1883, Gaudi was asked to design a new church for Barcelona. The church, named the Sagrada Familia, became his greatest project, and continued long after his death. However, while he was working on the Sagrada Familia, Gaudi designed a number of other projects, including Parc Guell and

Casa Battlo.

However, Gaudi’s work on the Sagrada Familia eventually obsessed (使着迷 ཡིད་དབང་བཟུགས་པ།) him. To those people who worried that his designs for the church would take too long to build, he would reply “my client (顾客, སྐུ་མགྲོན། 委托人 འགན་དབང་མི་སྣ།) is not in a hurry.” By “my client” he meant “God”.

On June 7, 1926, Gaudi was taking his daily walk when he was hit by a train car. He was taken to the hospital, where he died the next day. At the time of his death, the Sagrada Familia was still far from being finished. In fact, the church still isn’t finished today! Today, architects estimate that it may be finished by 2030!



Gaudi’s designs were inspired (激励 སྐུ་ལྷན།) by the shapes and forms of nature. His designs almost never have any straight lines; instead, they are full of curves and other organic (有机的 སྐུ་ལྷན་གྱི།) shapes. One example is the inside of the Sagrada Familia, where the columns (支柱 ཀ་རྒྱུ་མ།) which support the building are built to look like trees. Similarly, in Casa Battlo

(1904), hallways and staircases are made to look like they are inside of a body. Meanwhile, the windows look like dragon teeth, while the roofs are filled with strange, brightly-colored shapes that remind many visitors of a forest.

Similarly, Parc Guell is full of strange caves, towers and sculptures that seem like something from a fantastic dream. Maybe this is why his buildings have become increasingly popular today – they offer a dream-like escape from the real world.

But at the same time, Gaudi's designs are also deeply religious. Gaudi felt that we could find god in the natural world. He believed that architecture should represent the divine (神的 领域) in nature and spent his whole life creating buildings which symbolized this idea. As a result, his art is truly astonishing (惊人的 艺术), moving, (感动 人心), and like nothing else in the world.



Reading Comprehension and Discussion Questions

1. Who was Antoni Gaudi?

a. a religious leader b. an architect c. a rural family d. the natural world

2. How is his architecture unique?

a. it is religious b. there are many straight lines
c. his client is God d. it is inspired by nature

3. What was his most important building? What is interesting about this building?

4. What were his influences?

a. other architects b. the Sagrada Familia
c. natural forms d. modernist art

5. What did Gaudi think architecture should do? How did he see God and nature as connected? _____

6. What do you think of Gaudi's buildings? Is he crazy, a genius (天才), or something else? Write at least two sentences. _____

Cloze 1 (2011 浙江)

Although I love my life, it hasn't been a lot of fun as I've been ill for 28 years.

Music has always been a great love of mine and, in my 20s, when my 1 was more manageable, I 2 ten years as a professional singer in restaurants, playing and singing folk songs. 3 that was years ago and times have changed. 4 I live with mother on a country farm. Two years ago, I decided that I would need to have some kind of extra work to 5 my disability pension (残疾抚恤金). 6 I needed to sleep in the afternoons, I was limited in my 7. I decided that I would consider 8 to singing in restaurants.

My family are all musicians, so I was 9 when I went into our local music store. I explained that I wanted to sing again but using recorded karaoke music. I knew that discs were very expensive and I really didn't have a lot of 10 to get started. And 11 you find only three to four songs out of ten on a disc that you can 12 use.

When I told the owner of the shop about my 13; he gave me a long thoughtful 14. "This means a lot to you, doesn't it?" he said. "Come with me."

He led me 15 the crowded shop and to a bench with a large professional karaoke box on it. He placed his large hand 16 on his treasure and said, "I have 800 karaoke songs in here. You can take your 17 and I'll record them for you. That should get you started."

I 18. Thanking him, I made a time with him to listen to all the songs and choose 19 that I could sing. I have come full circle with his help.

His 20 still warms my heart and makes me do just that bit extra, when I have the chance.

- | | | | |
|--------------------|-----------------|----------------------|----------------------|
| 1. A. loneliness | B. sadness | C. tiredness | D. sickness |
| 2. A. set | B. enjoyed | C. kept | D. shared |
| 3. A. Gladly | B. Eventually | C. Unfortunately | D. Surprisingly |
| 4. A. Now | B. Then | C. Sometime | D. Meanwhile |
| 5. A. add up to | B. make up for | C. get rid of | D. take advantage of |
| 6. A. If | B. As | C. Though | D. Before |
| 7. A. movement | B. condition | C. choices | D. positions |
| 8. A. reaching out | B. living up | C. getting on | D. going back |
| 9. A. recognized | B. interviewed | C. found | D. invited |
| 10. A. money | B. time | C. energy | D. knowledge |
| 11. A. thus | B. once | C. seldom | D. often |
| 12. A. actually | B. hardly | C. nearly | D. formerly |
| 13. A. job | B. family | C. idea | D. offer |
| 14. A. face | B. view | C. look | D. sight |
| 15. A. over | B. along | C. towards | D. through |
| 16. A. unhappily | B. lovingly | C. pitifully | D. gratefully |
| 17. A. pick | B. turn | C. role | D. step |
| 18. A. had to cry | B. ought to cry | C. should have cried | D. could have cried |
| 19. A. more | B. the ones | C. few | D. the rest |
| 20. A. courage | B. devotion | C. kindness | D. trust |

Cloze 2 (2011 山东)

I first went to hear a live rock concert when I was eight years old. My brother and his friends were all 1 of a heavy metal group called Black Wednesday. When they 2 that Black Wednesday were going to perform at our local theatre, they all bought 3 for the performance. However, at the last minute, one of the friends couldn't go, so my brother 4 me the ticket. I was really 5 !

I remember the buzz (嘈杂声) of excitement inside the theatre as we all found our 6. After a few minutes, the lights went down and everybody became 7. I could barely make out the stage in the 8. We waited. Then there was a roar from the crowd, like an explosion, as the first members of the band 9 the stage. My brother leaned over and shouted something in my ear, but I couldn't 10 what he was saying. The first song was already starting and the music was as 11 a jet engine. I could 12 the drum beats and bass notes in my stomach.

I can't recall any of the songs that the band played. I just 13 that I really enjoyed the show and didn't want it to 14. But in the end, after three encores (加演), the show finished. We left the 15 and walked unsteadily out onto the pavement. I felt a little dizzy, as if I had just 16 from a long sleep. My ears were still 17 with the beat of the last song.

After the 18, I became a Black Wednesday fan too for a few years before getting into other kinds of music. Once in a while, 19, I listen to one of their songs and 20 I'm back at that first show.

- | | | | |
|--------------------|----------------|---------------|-----------------|
| 1. A. members | B. friends | C. fans | D. volunteers |
| 2. A. guessed | B. discovered | C. thought | D. predicted |
| 3. A. flowers | B. drinks | C. clothes | D. tickets |
| 4. A. booked | B. offered | C. returned | D. found |
| 5. A. relaxed | B. embarrassed | C. excited | D. encouraged |
| 6. A. seats | B. entrance | C. spots | D. space |
| 7. A. comfortable | B. quiet | C. serious | D. nervous |
| 8. A. silence | B. noise | C. darkness | D. smoke |
| 9. A. fell upon | B. got through | C. broke into | D. stepped onto |
| 10. A. forget | B. hear | C. repeat | D. bear |
| 11. A. loud | B. heard | C. sweet | D. fast |
| 12. A. feel | B. touch | C. enjoy | D. digest |
| 13. A. realize | B. understand | C. believe | D. remember |
| 14. A. continue | B. delay | C. finish | D. change |
| 15. A. party | B. theatre | C. opera | D. stage |
| 16. A. escaped | B. traveled | C. benefited | D. woken |
| 17. A. aching | B. burning | C. ringing | D. rolling |
| 18. A. competition | B. performance | C. interview | D. celebration |
| 19. A. though | B. otherwise | C. instead | D. besides |
| 20. A. decide | B. regret | C. conclude | D. imagine |

Test Reading 1 (2011 山东)

Arthur Miller (1915-2005) is universally recognized as one of the greatest dramatists of the 20th century. Miller's father had moved to the USA from Austria-Hungary, drawn like so many others by the "Great American Dream". However, he experienced severe financial hardship when his family business was ruined in the Great Depression of the early 1930s.

Miller's most famous play, *Death of a Salesman*, is a powerful attack on the American system, with its aggressive way of doing business and its insistence on money and social status as indicators of worth. In Willy Loman, the hero of the play, we see a man who has got into trouble with the system. Willy is "burnt out" and in the cruel world of business there is no room for sentiment: if he can't do the work, then he is no good to his employer, the Wagner Company, and he must go. Willy is painfully aware of this, and at loss as to what to do with his lack of success. He refuses to face the fact that he has failed and kills himself in the end.

When it was first staged in 1949, the play was greeted with enthusiastic reviews, and it won the Tony Award for Best Play, the New York Drama Critics' Circle Award, and the Pulitzer Prize for Drama. It was the first play to win all three of these major awards.

Miller died of heart failure at his home in Roxbury, Connecticut, on the evening of February 10, 2005, the 56th anniversary of the first performance of *Death of a Salesman* on Broadway.

1. Why did Arthur Miller's father move to the USA?
 - A. He suffered from severe hunger in his home country.
 - B. He was attracted by the "Great American Dream."
 - C. He hoped to make his son a dramatist.
 - D. His family business failed.
2. The play *Death of a Salesman* _____.
 - A. exposes the cruelty of the American business world
 - B. discusses the ways to get promoted in a company
 - C. talks about the business career of Arthur Miller

D. focuses on the skills in doing business

3. What can we learn about Willy Loman?

A. He treats his employer badly.

B. He runs the Wagner Company.

C. He is a victim of the American system.

D. He is regarded as a hero by his colleagues.

4. After it was first staged, *Death of a Salesman* _____.

A. achieved huge success

B. won the first Tony Award

C. was warmly welcomed by salesmen

D. was severely attacked by dramatists

5. What is the text mainly about?

A. Arthur Miller and his family.

B. The awards Arthur Miller won.

C. The hardship Arthur Miller experienced.

D. Arthur Miller and his best-known play.

Test Reading 2 (2007 天津)

Charles Blackman: Alice in Wonderland

An Exhibition at the National Gallery of Victoria (NGV), Australia

10 June—12 August 2007

Venue (地点): The Ian Potter Centre

Admission: Free entry

Charles Blackman is famous for his beautiful paintings of dreams. In 1956, he heard for the first time Lewis Carroll's extraordinary tale of *Alice in Wonderland*—the story of a Victorian girl who falls down a rabbit hole, meets a lot of funny characters and experience all kinds of things. At that time, Blackman's wife was suffering from progressive blindness.

The story of Alice moving through the strange situations, often disheartened by various events, was similar to his wife's experiences. It also reflected so much of his own life. All this contributed to the completion of the *Alice in Wonderland* paintings.

Illustrator Workshop

Go straight to the experts for an introductory course in book illustration. The course includes an introduction to the process of illustration and its techniques, workshop exercise and group projects.

Date: Sunday 17 June & Sunday 5 Aug., 10a.m.—1p.m.

Venue: Gas Works Arts Park

Wonderful World

Celebrate the exhibition and Children's Book Week with special activities just for the day, including a special visit from Alice and the White Rabbit

Date: Sunday 24 June, 11a.m.—4p.m.

Venue: Exhibition Space, Level 3

Topsy-Turvy

Visit the exhibition or discover wonderful curiosities in artworks in the NGV Collection and make a magic world in a box. Alice and the White Rabbit will be with you. Walt Disney's *Alice in Wonderland* will be screened.

Dates: Sunday 8, 15, 22, 29 July, and Tuesday 24—Friday 27 July, 12 noon-3p.m.

Venue: Theatre, NGV Australia

Drawing Workshop

Distortions of scale (比例失真) can make artworks strange but interesting. Find out how Charles Blackman distorted scale in his paintings to create a curious world, then experiment with scale in your own drawings. More information upon booking.

Date: Friday 27 July, 10:30a.m.—3p.m.

Venue: Foyer, Level 3

Test Writing 1 (2011 云南二次复习统一检测)

假如你是李华, 你市将于七月十日在市艺术中心举行一次外国人中文才艺比赛, 获将的前三名选手将赴北京参加决赛。请给你的美国朋友 **David** 写一封电子邮件, 告诉他相关信息, 并希望他来参加比赛。比赛要求:

1. 汉语自我介绍;
2. 才艺展示(中文歌曲、民族舞蹈或武术等);
3. 回答评委提问;
4. 每位先手十分钟。

咨询方式: Tel: 0871—66812597

Email: caiyi@sina.com

- 注意: 1. 词数 100 左右;
2. 可适当增加细节, 使行文连贯。

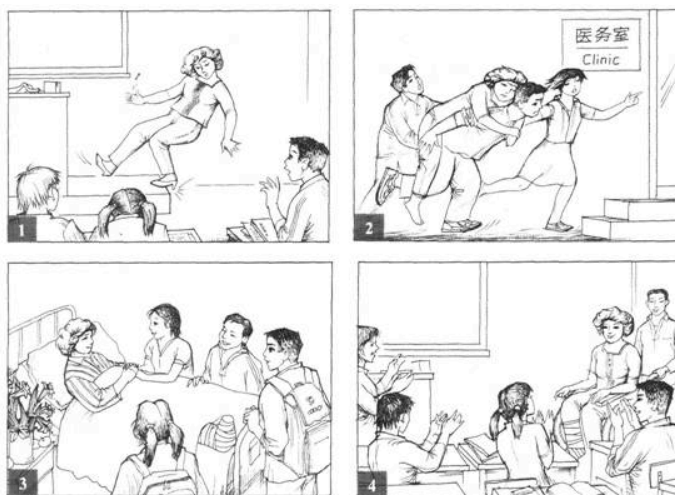
Dear David,

Love from,
Li Hua

Test Writing 2 (2011 北京)

第一节

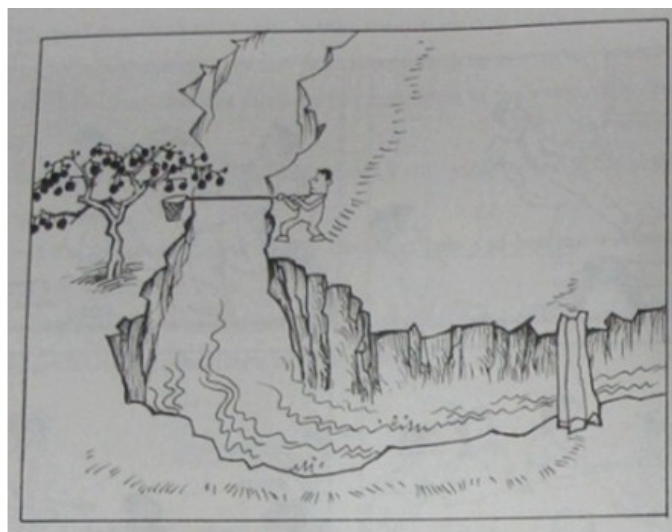
假设你是红星中学高二(1)班的学生李华, 下面四幅图描述了近期发生在你们班的一个真实故事, 请根据图片的先后顺序, 为校刊"英语园地"写一篇短文。词数不少于 60。



第二节

请根据下面提示, 写一篇短文, 词数不少于 50.

In your spoken English class, your teacher shows you the following picture. You are asked to describe the picture and explain how you understand it.



Vocabulary 2: What do you think? Analyzing arguments

What is an argument?

Why do we argue?

Do you enjoy arguing? Why or why not?



Below are several arguments. In partners, the teacher will tell you to argue for or against the argument written. Write down any ideas you can think of to support (依据, 证实 བདེན་དབང་།) your argument – even if you don't agree with them! You must argue the viewpoint (观点 ལྟ་བུ) you are given by the teacher, no matter what you actually think; separate yourself from your opinion!

1. Men and women are equal.

☐ For

☐ Against

2. We shouldn't protect the environment.

☐ For

☐ Against

3. Money is earned. Rich people deserve their wealth; poor people simply aren't as good at earning money. As such, society (and the government) shouldn't help poor people – they should help themselves.

☐ For

☐ Against

Complete the text with the vocabulary words below.

Intellectual (adj, n)

Accept (v)

Reject (v)

Suspicious (adj)

Satisfying (adj), satisfy (v)

Academic (adj)

Abstract (adj)

Absolute (adj)

Apparent (adj)

Obvious (adj)

Complex (adj)

Principle (n)

Controversial (adj)

Context (n)

Debate (n/v)

Specific (adj), specifics (n, pl)

General (adj)

Perhaps the most common social and political argument in America concerns taxes (税 རྒྱལ). In America, few topics have been the subject of intellectual (adj) _____ (n) or argument for so long. As a nation which began in a

revolt (造反 རོ་སྒྲུབ) against unfair British taxes, it was perhaps inevitable (不可避免, 必然 དེས་པར་འབྱུང་བྱེད་པ) that the issue of paying taxes would become so controversial _____ (adj) among Americans. Today, Americans argue over all aspects (方面 རྒྱུགས་ནས།) of taxpaying – from the broad,

_____ (adj) ideas of why we should or shouldn't pay taxes to the detailed _____ (n) of tax laws. But in general, some Americans see taxpaying as necessary or even patriotic (爱国的 རྒྱལ་ཁབ་ལ་དགའ་བ།), while others believe it is a cruel attack on personal freedom and the national spirit.

Many Americans _____ (v) that paying taxes is necessary to maintain (保持, 维持 རྒྱ་སྐྱོང་བ།) government and its services. To these Americans, it's _____ (adj) that the government couldn't fulfill its essential purposes without the money collected from taxes.

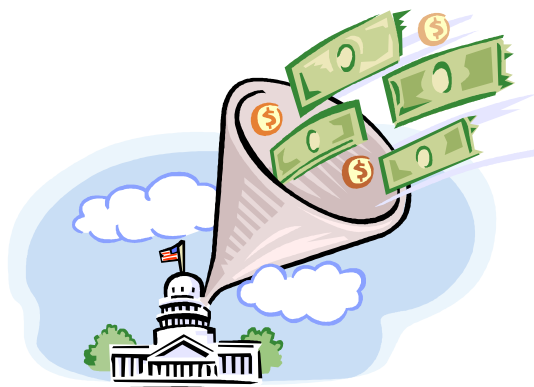
However, to many Americans, this isn't good or _____ (adj) at all. These Americans strongly believe in or _____ (n) of "limited government" – the idea that the government shouldn't do very much at all. They believe that taxes increase the power of government and limit (限制 མཐོང་འཛིན་བ།) the _____ (adj) freedom of all individuals. As a result, they are extremely _____ (adj) of paying taxes.

However, when taxes aren't paid, the results are immediately _____ (adj) to citizens. For example, the residents of Colorado Springs decided to limit and cut taxes repeatedly. However, without any source of money, the city government could no longer afford to provide regular services. Streetlights were turned off at night, trash went uncollected in the streets, and city facilities (设施 སྒྲིག་གཞི) such as parks and libraries were closed.

Many critics say that this situation was caused by citizens' strong beliefs in limited government. Though the idea of limited government is appealing as an _____ (adj) concept, it cannot be usefully applied in modern society. The modern world is too _____ (adj) for limited government, say these critics – a fact demonstrated by the situation in Colorado Springs.

However, others disagree, stating that America should keep to its founding ideas. Limited government, these people argue, is the foundation of American society. Taxes and government services do nothing but limit individual liberty.

And so the debate over taxes continues – not only in schools and other _____ (adj) environments and _____ (n) but also in government buildings, offices, bars, parks...everywhere across the land. Ultimately, if history is to be believed, it's not a debate that will be resolved anytime soon.



Reading Comprehension Questions

1. In America, taxes are _____.
 - a. an infrequent issue of debate
 - b. a controversial issue
 - c. a non-controversial issue
 - d. an unimportant issue
2. The passage says which of the following about American history?
 - a. America was founded in response to England not paying taxes
 - b. America was founded in response to England creating unfair taxes
 - c. America was founded in response to England creating fair taxes
 - d. America was founded in response to ideological differences between England and America about taxes
3. Many Americans believe that _____.
 - a. paying taxes is patriotic
 - b. paying taxes is possible
 - c. paying taxes is unpatriotic
 - d. paying taxes is necessary
4. The passage does NOT say that many Americans believe that _____.
 - a. paying taxes will decrease personal freedom
 - b. paying taxes will increase personal freedom
 - c. paying taxes is important to maintain the government
 - d. paying taxes is patriotic
5. What is small government?
 - a. government with uncontrolled power and rights
 - b. government which is inside a small place
 - c. government with controlled power and rights
 - d. complete freedom for all citizens
6. The reading says that when taxes aren't paid, _____.
 - a. government starts to work better
 - b. people have more freedom
 - c. people have less freedom
 - d. government stops working well
7. The passage does NOT say that some people believe _____.
 - a. small government cannot deal with modern problems effectively
 - b. America shouldn't abandon its founding principles
 - c. America cannot have taxes and government services AND freedom
 - d. America no longer needs to follow its founding principles
8. Which of the following is an appropriate title for the passage?
 - a. Taxes in America: A Long Controversy
 - b. Americans Paying Too Much in Taxes?
 - c. Taxes are Necessary to Maintain American Government and Society
 - d. Americans and Taxes: The Solution to a Long Struggle
9. What do you think about paying taxes? Is it necessary or not? Which side of this debate do you believe or agree with? _____

Phrasal Verbs 10: Cloze

Complete the phrasal verbs in the cloze below. Some need only prepositions (in, on, at, away, up, etc.) while others need prepositions and pronouns

Last night, I came home by taxi. I got _____ the taxi at my office and got _____ just down the street from my house so I could walk a bit. I had a jacket _____, but the evening was warm so I quickly took _____. Then my phone rang; my wife was calling me _____ to see why I hadn't gotten _____ from work yet. As I was talking, I tripped on the pavement and fell _____.

It was a hard fall, and my things scattered (散, 撒 བྱང་པ།) everywhere. As I started to pick _____, I heard someone behind me start to speak.

"You should really watch _____ when you're walking and talking on the phone", the voice said. "If you don't, you may run _____ a pole or even another person!"

I got _____, turned _____ and saw a man standing behind me. He looked a little familiar, but I couldn't figure _____ who he was or how I knew him. His hat covered _____ his face, which made it difficult to see who he was.

"And who are you?" I asked.

"I work at the same office as you," he said, looking at me strangely. "I also live in the same neighborhood as you. Why don't we go get dinner together?"

I looked at the man but still couldn't figure _____ who he was. "I'm going to look _____ this tomorrow morning as soon as I get _____ my work", I told myself.

"I'm sorry", I said. "I'd love to get dinner with you, but I'm going to have to put _____ My wife is expecting me home and I'm already late."

"That's OK," the man said. "Maybe tomorrow, then?"

"OK," I said, wondering why this man I didn't know was so interested in getting _____ with me. "You've talked _____ it."

"Then I'll meet you tomorrow at 7:00 at the exit of our office", he said.

But the next day, though I waited at the office exit for nearly 45 minutes, the man didn't show _____.

The day after, I was so strangely tired at work that I forgot to take _____ the library books on the way to work, and then passed _____ at my desk in the middle of the day. When I finally woke _____, the man was standing right over me.

"Sorry I couldn't come," he said. "My friend was sick, and he teaches at a school nearby so I went to fill _____ for him."

"You could have at least told me that you were going to call _____ our dinner", I said.

"I did," he said, looking at me strangely. "I called and told you that I had to fill _____ for my friend and fill _____ some tax forms, so we couldn't get _____ for dinner."

"I definitely didn't get a call last night," I said. "And anyway, why are you so interested in having dinner with me? Who are you? Are you someone I grew _____ with and knew a long time ago?"



"No," he said, looking at me strangely yet again.

"I'm your friend Tashi. Why are you being so strange?"

We were just talking two hours ago! I was talking about the new projects our company going to carry _____, and you were talking about a proposal you had to do _____ because the boss didn't like it. Then you brought _____ the subject of my wedding next month, which I've asked you to keep covered _____ and a complete secret. Then you were trying to show



_____ your basketball skills to the ladies in the office, because you really want a girlfriend, but you didn't realize how good they were at basketball and they quickly beat you. Then they said they thought you were strange and asked you to keep _____ them in the future. You don't remember any of this? Are you OK?"

And suddenly I understood. He hadn't talked to me – he had talked to my twin brother! "I don't know who you are," I said, "but any friend of my brother is a friend of mine. Let's get _____ for dinner sometime."

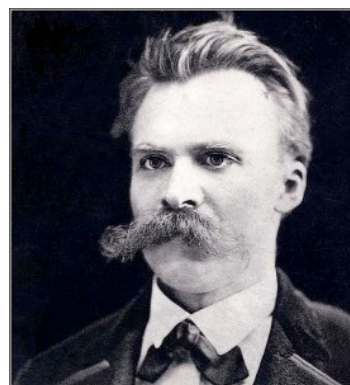
Grammar: Mixed Verbs

Exercise 1: Complete the sentences below with the correct form of the verbs given

1. The sky _____ (be) blue.
2. The sky _____ (be) blue yesterday, but today it _____ (rain).
3. It started raining at 5:00 this morning. By 5:00 this evening, it _____ (rain) for twelve hours! But thankfully the rain _____ (stop) an hour ago.
4. How _____ (you/feel) recently? Has _____ (your health/be) good?
5. Before last week, we _____ (not have) holiday for nearly three months.
6. I _____ (work) in the Linxia hospital for several years before I _____ (move) to Xining.
7. I _____ (never see) a giraffe.
8. Lhamo _____ (study) English in her bedroom when the telephone _____ (ring).
9. If they _____ (be) still together by next January, they _____ (marry) for forty years!
10. Tomorrow morning at 8:00, I _____ (take) a shower.
11. I _____ (never/be) to Lhasa, but I _____ to Chamdo last year.
12. She _____ (always/want) to go to Paris, but when she finally _____ (arrive) there last year she was disappointed.

Exercise 2: Complete the text below with the correct tense of the verb given.

Friedrich Nietzsche _____ (considers/is considered/will be considered) one of the greatest European philosophers of the modern age. He _____ (born/was born/has been born) in 1844 in a small town in Germany, and _____ (has become/became/was becoming) mentally ill or even insane (精神痠病 རྩུན་པ།) in 1889 before dying in 1900. His short life _____ (is troubled/was troubled/troubled) by nearly constant illness and personal tragedy. Nevertheless, he



_____ (was able to/will be able to/is able to) write many important philosophical works during his short lifetime.

During the time Nietzsche _____ (is/was/has been) alive, Europe was changing and _____ (industrializing/industrialize/industry 工业化 བཟོ་ལས་ཅན་དུ་འགྱུར་བ།) very quickly. Since the French Revolution, Europe _____ (experienced/has experienced/had experienced) nearly constant political and social struggle (奋斗 འབད་ཚུལ།) and change. By the start of the 20th century, nearly every European country _____ (had experienced/has experienced/experienced) major wars and changes in government. In addition, Europe's culture _____ (changed/was changing/has changed) quickly as well, with religion – especially the Catholic Church (天主教会 གནམ་བདག་ཚོས་ལྷགས་) – becoming much less important to many Europeans. As the 19th century continued, many once-religious people _____ (have left/left/were left) the church, which for the centuries before _____ (is/was/has been) the most important feature of European life and culture.

To help understand these changes and the new modern society that _____ (has been created/was being created/created), European thinkers _____ (had been developed/developed/were developed) many new philosophical and political ideas. Nietzsche's writing _____ (has focused/focused/had been focusing) especially on the importance of culture in the context of Europeans' loss of faith (丢失相信, 不再相信 ཡིད་ཆེས་ཤོར་བ།). As religion _____ (decreased/decrease/will decrease) in importance, what did people have left to believe in? Nietzsche _____ (was believing/has believed/believed) that without anything great or powerful left in the world, people _____ (were going to be drawn/will be drawn/will have been drawn 引起 བརྟུག་བ།) towards nihilism – the belief that life, the universe and everything _____ (is/ was/ will be) completely meaningless. Nietzsche _____ (feels/felt/has felt) that this belief could destroy humanity and anything great that humanity _____ (ever produced/has ever produced/had ever produced). So



Nietzsche decided that as religion was decreasing, people must look to humanity itself for life's meaning. A small elite (精英 རྩེ་མུད། མུད་བྱུང་ཅན།) group of humans, he _____ (thought/was thinking/has thought), _____ (should change/was going to change/will have changed) the world forever by

creating new values and ideas for humanity to believe in. A belief in humanity – and humanity’s ability to do great things – would replace a belief in god and religion.

Though he _____ (die/died/was dying) at a young age, Nietzsche lived on through his ideas. For even today, long after his death, Nietzsche’s ideas _____ (continued/continue/will have continued) to influence philosophers around the world.

Special Topic: Jonathan Swift, A Modest Proposal (1729)

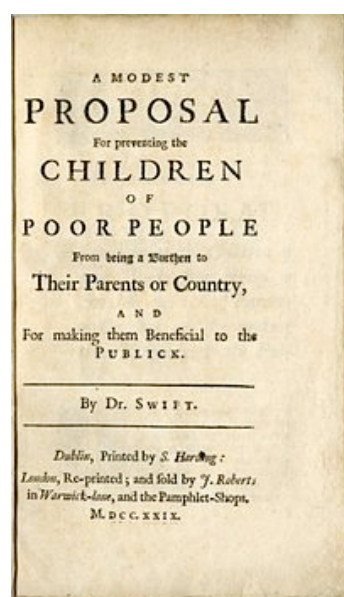
This satire was written by Jonathan Swift in 1729. It makes fun of many people’s insensitivity towards the poor of Ireland, Irish landlords and social classes, and Irish political policy in general. It is generally considered to be the most famous satire ever written in the English language.

A Modest Proposal for Preventing the Children of Poor People in Ireland from Being a Burden to their Parents or Country, and for Making them Beneficial to the Public

When walking through this great town or traveling through the country, it’s sad to see the roads crowded with mothers and their many children, dressed in rags (破布 རོས་རྒྱུལ།) and begging for money. Instead of being able to work, these mothers have to spend all their time begging so they can feed their children, who will probably grow up to become thieves or enemy soldiers or else will be sold into slavery.

I think all will agree that the large number of children is a great problem for the kingdom. Therefore, whoever could find a fair, cheap and easy way to make these children useful members of our country would be a hero who deserves to have his statue set up as an example of a “preserver of the nation.”

I have thought on this subject for many years, and considered the ideas of others, but have always found these ideas mistaken. Most ideas may help the children, but fail to make them useful members of society. With my idea, the children will contribute (贡献 རལ་འདེབས་རྒྱལ་བ།) to the



feeding, and partly to the clothing, of many thousands of people.

In this kingdom, approximately 120,000 children are born of poor parents each year: the question is then how they shall be brought up and taken care of. For we cannot employ them in crafts or in agriculture; they can’t build houses or plant crops, and they can rarely make a living by stealing until they are at least six years old. Businessmen say that they cannot sell a child before they are twelve years old, and even at this age they will cost only three pounds (英镑 དབྱིན་སྒོར). As the cost of food and clothing is much higher, this does not provide much benefit to the parents or the kingdom.

I shall now therefore humbly propose my own thoughts, to which I hope no one will disagree or object.

I have been told by a very knowledgeable American in London that a young healthy child is, at a year old, a most delicious, nourishing (滋养的 འཛོལ་བཅུད་ལྷན་བའི) and wholesome (健康的 བདེ་ཐང་།) food,

whether stewed, roasted, baked or broiled, and I am sure that it will be equally good in a fricassee or ragout.

I therefore humbly propose that of the 120,000 children described above, 20,000 will be kept for breeding (繁殖 རྒྱུད་སྒྲེལ།), while the other 100,000 may, at a year old, be sold to the wealthy and powerful throughout the kingdom to be fattened for the table. A child will make two dishes at a

dinner party; and when the family dines alone, a quarter of the body will make a fine dish, and with a little pepper or salt will be very good boiled on the fourth day, especially in winter.

I understand that this food will be somewhat expensive, and therefore perfect for landlords (地主 ཁ་བདག་ 房东 ཁང་བདག་) and the wealthy, who, as they have already devoured most of the parents and their money, should also have rights to the children. Those who are thrifty may use the skin of the body to make beautiful gloves for ladies, and boots for gentlemen.

My proposal clearly has many obvious and important advantages: the poor will finally have something valuable of their own to pay their rent, as their crops and livestock have already been taken and, for them, money is a thing unknown. The new trade in children will make the nation wealthier, and the money in this trade will stay within our kingdom. Poor women will be able to make money from selling their children, and won't have to pay for their children's food after the first year. This new source of food would increase business at bars, and as cooks compete for this business the quality of the food will increase. And additionally, this will encourage many people to marry and will encourage mothers to care for their children, as such a product will bring the married couple great profit. Husbands will certainly treat their wives well during pregnancy to protect their investment.

There are many other advantages to this scheme. For example, this new food will allow us to save many of the pigs which are too frequently killed for our tables. Pigs are not nearly as magnificent or delicious as a well-grown fat child, which roasted whole will be an impressive central dish for a feast. The kingdom would easily consume all 120,000 children in a year.

I can think of no disagreements with this proposal, except that it will decrease the kingdom's population. I believe this is necessary, and was a reason I offered this proposal to the world. But this proposal was made only for this Kingdom of Ireland, and for no other that ever was, is or will be. Therefore let no one talk of other ideas: of raising our taxes, of using only our own products, of ending our hatred of others and coming together as one country, of teaching landlords to have mercy upon their farmers, or of putting a spirit of honesty and hard work into our shopkeepers, who are cheating the good people of Ireland into poverty.

Let no man talk of these ideas until they have any hope that they will be put into practice. I will accept any other proposal which is equally innocent, cheap, easy and effective. But before that, consider these two points: how will they be able to find food and clothing for 100,000 useless people? And for those poor in the kingdom, who have lived under the oppression of the landlords, without money and food, even without a house and clothes to protect them from the weather: won't most of these poor think it would have been better if they had been sold for food, and avoided the dangers and misfortunes of their lives?

I sincerely profess that I have no personal interest in this proposal, whose only purpose is the public good of my country: to advance our trade, to provide for children, to relieve the poor and give pleasure to the rich. For I have no children from which I can get any money; my youngest is already nine years old and my wife is too old to have children.

Match the following words with their meanings

- | | |
|---|--|
| 1. Modest (adj) | 1 people who are <u>modest</u> don't talk about themselves a lot |
| 2. Proposal (n), propose (v) | to ask for money, food or something else |
| 3. Benefit (n), beneficial (adj) | to carry something out, to make something happen, to try |
| 4. Satire (n), satirize (v) | to say something is true, to claim |
| 5. Make fun of (phrasal verb) | a person/country/group you fight with/don't agree with |
| 6. Insensitive (adj), insensitivity (n) | not proud or egotistical |
| 7. Beg (v) | an idea, a plan, a suggestion |
| 8. Enemy (n, adj) | to eat greedily, to consume, to use up (something) |
| 9. Deserve (v) | to disagree |
| 10. Humble (adj), humbly (adv) | to use money carefully, not spend a lot of money |
| 11. Object (v) | not caring about other people (or other people's feelings) |
| 12. Devour (v) | going to have a baby |
| 13. Thrifty (adj) | something that is important to a person, or may bring good to a person |

14. Pregnant (adj), pregnancy (n) ____ beautiful, impressive, spectacular, amazing
 15. Magnificent (adj) ____ something good (for a person/place/thing)
 16. Put into practice (phrasal verb) ____ good enough to get something special or unusual, worthy of an award or special treatment
 17. Profess (v) ____ to mock, to joke about or laugh at (someone/something)
 18. Interest (n) ____ using humor and jokes to criticize something/someone

Reading Comprehension Questions

1. What does Swift say is a major problem for Ireland?

2. What does he propose doing to solve this problem?

3. What is his argument? Why does he say his proposal is a good idea?

4. Does he really believe in his proposal? What do you think and why?

5. What are his real suggestions for solving Ireland's problems?

6. Why did Jonathan Swift write this satire? What do you think was its purpose?

7. What do you think of A Modest Proposal and why? Is this a good way to make an argument?

Cloze 1 (2010 重庆)

Introduction to Letters to Sam

Dear Reader,

Please allow me to tell you something before you read this book. When my 1, Sam, was born, my heart was filled with joy. I had been sitting in a wheelchair for 20 years before then, and I have been 2 ill many times. So I wondered if I would have the 3 to tell Sam what I had 4.

For years I have been hosting a program on the 5 and writing articles for a magazine. Being 6 to move freely, I have learned to sit still and keep my heart 7, exchanging thoughts with thousands of listeners and 8. So when Sam was born, I 9 to tell him about school and friendship, romance and work, love and everything else. That's how I started to write these 10. I hope that Sam would 11 them sooner or later.

However, that expectation 12 when Sam showed signs of autism (自闭症) at the age of two. He had actually stopped talking before the discovery of the signs. He 13 to communicate with others, even the family members. That was 14 for me but didn't stop me writing on. I realized that I had even 15 now to tell him. I wanted him to 16 what it means to be "different" from others, and learn how to fight against the misfortune he'll 17 as I myself, his grandfather, did. I just 18 if I could write all that I wanted to say in the rest of my life. Now, 19 the book has been published, I have been given the chance. Every chapter in the book is a letter to Sam: some about my life, and all about what it means to be a 20.

Daniel Gottlieb

- | | | | |
|-----------------|-------------|-------------|-------------------|
| 1. A. son | B. nephew | C. brother | D. grandson |
| 2. A. seriously | B. mentally | C. slightly | D. quietly |
| 3. A. ability | B. time | C. courage | D. responsibility |

- | | | | |
|-------------------|----------------|--------------|------------------|
| 4. A. written | B. suffered | C. observed | D. lost |
| 5. A. radio | B. television | C. stage | D. bed |
| 6. A. ready | B. unable | C. anxious | D. eager |
| 7. A. warm | B. broken | C. closed | D. open |
| 8. A. hosts | B. visitors | C. readers | D. reporters |
| 9. A. began | B. stopped | C. forgot | D. decided |
| 10. A. letters | B. emails | C. books | D. diaries |
| 11. A. find | B. read | C. collect | D. keep |
| 12. A. developed | B. disappeared | C. changed | D. arrived |
| 13. A. tried | B. refused | C. regretted | D. hoped |
| 14. A. exciting | B. acceptable | C. strange | D. heartbreaking |
| 15. A. less | B. everything | C. more | D. nothing |
| 16. A. understand | B. explain | C. believe | D. question |
| 17. A. fear | B. face | C. know | D. cause |
| 18. A. felt | B. guessed | C. saw | D. doubted |
| 19. A. as | B. once | C. though | D. if |
| 20. A. teacher | B. child | C. man | D. writer |

Cloze 2 (湖北八校第二次联考)

The Real China, on Wheels

"Excuse me, you can sit here," he said. The man had reasonable pronunciation and looked studious (好学的), with a smile that made me feel as if I'd arrived for dinner in his living room.

1 I hadn't, and he didn't know me. I looked around the crowded train carriage as it moved along, there were 2 people standing than sitting and we were in for a tough five hours - I had missed a seat as a result of my lack of organization. I had had every chance to buy a ticket the day before, while there were still seats available.

"No, no. I couldn't," I said.

"Yes," he replied with a smile. "You 3 sit here."

"But it's your seat. Really, I can't."

"Yes, please, have my seat." We 4 like this for some time. This guy had taken the 5 to reserve a seat, and now he wanted to give it away. People were staring at me. This was 6.

"You are tired," he said.

I gave 7 and sat down. On this Shanhaiguan - Beijing train, I was feeling happy to be 8. The young man stood by me at a comfortable distance.

"Excuse me, where are you from?"

"Australia."

And on we went...

One thing standing out for me on that train was the free sense of community (团体) among 9 strangers. On Beijing's subway, everybody ignores everybody - it's a worldwide 10. I was surprised to see once Chinese people 11 on board a regional (区域) train, they start talking to each other like 12 in a hutong (胡同).

I soon 13 people all over the train were chatting to their fellow 14, near or far. There was a lot of laughing. People offered snacks to each other, followed by the usual "No, no, I couldn't." "Yes, yes. Here take some." "Well, OK. Just a little."

Three or four times, I was 15 by university students who wanted to chat, and soon the audience was attracted by us. I began to feel the older passengers 16 the significance of what these youngsters were capable of, and they were proud of their young countrymen taking China to the rest of world through 17.

These youngsters talked with warmth, intelligence and sincerity (真诚), 18 with reasonable language skills. 19, China will find itself in good hands as the decades tick by. I vowed to 20 flying around China - the train gets my vote. If you want to see real Chinese people at their finest, jump on a regional train.

- | | | | |
|-----------------------|-----------------|-----------------|-----------------|
| 1. A. And | B. But | C. Or | D. So |
| 2. A. kinder | B. poorer | C. stronger | D. more |
| 3. A. should | B. will | C. can | D. need |
| 4. A. broke out | B. carried on | C. looked on | D. stood up |
| 5. A. blame | B. duty | C. chance | D. trouble |
| 6. A. embarrassing | B. interesting | C. shameful | D. unpleasant |
| 7. A. off | B. out | C. in | D. up |
| 8. A. noticed | B. watched | C. seated | D. served |
| 9. A. absolute | B. foreign | C. lonely | D. optimistic |
| 10. A. atmosphere | B. fashion | C. phenomenon | D. reputation |
| 11. A. march | B. wander | C. climb | D. slide |
| 12. A. travelers | B. families | C. neighbors | D. businessmen |
| 13. A. admitted | B. realized | C. believed | D. imagined |
| 14. A. passengers | B. citizens | C. workers | D. students |
| 15. A. mentioned | B. approached | C. forgotten | D. investigated |
| 16. A. understood | B. doubted | C. reduced | D. suspected |
| 17. A. transportation | B. trade | C. conversation | D. friendship |
| 18. A. combined | B. decorated | C. burdened | D. satisfied |
| 19. A. Strangely | B. Accidentally | C. Surprisingly | D. Undoubtedly |
| 20. A. experience | B. avoid | C. enjoy | D. deny |

Test Reading 1 (2011 重庆)

Skeptics are a strange lot. Some of them refuse to admit the serious threat of human activities to the environment and they are tired of people who disagree with them. Those people, say skeptics, spread nothing but bad news about the environment. The "eco-guilt" brought on by the discouraging news about our planet gives rise to the popularity of skeptics as people search for more comforting worldviews.

Perhaps that explains why a new book by Bjorn Lomborg received so much publicity. That book, *The Skeptical Environmentalist*, declares that it measures the "real state of the world" as fine. Of course, another explanation is the deep pockets some big businesses with special interests. Indeed, Mr. Lomborg's views are similar to those of some Industry-funded organizations, which start huge activities through the media to confuse the public about issues like global warming.

So it was strange to see Mr. Lomborg's book go largely unchallenged in the media though his beliefs were contrary to most scientific opinions. One national newspaper in Canada ran a number of articles and reviews full of words of praise, even with the conclusion that "After Lomborg, the environmental movement will begin to die down."

Such one-sided views should have immediately been challenged. But only a different review appeared in *Nature*, a respected science magazine with specific readership. The review remarked that Mr. Lomborg's "preference for unexamined materials is incredible (不可信的)".

A critical (批判的) eye is valuable, and the media should present information in such a way that could allow people to make informed decisions. Unfortunately, that is often inaccessible as blocked by the desire to be shocking or to defend some special interest. People might become half-blind before a world partially exhibited by the media. That's a shame, because matters concerning the health of the planet are far too important to be treated lightly.

1. According to the passage, which of the following may be regarded as "skeptics"?

- A. People who agree on the popularity of "eco-guilt".
- B. People who disbelieve the serious situation of our planet.
- C. People who dislike the harmful effect of human activities.
- D. People who spread comforting news to protect our environment.

2. Which of the following can be a reason for the popularity of Lomborg's books?

- A. Some big businesses intend to protect their own interests.
 B. The book challenges views about the fine state of the world.
 C. The author convinces people to speak comforting worldviews.
 D. Industry-funded media present confusing information.
3. The author mentioned the review in Nature in order to _____.
 A. voice a different opinion
 B. find fault with Lomborg's book
 C. challenge the authority of the media
 D. point out the value of scientific views.
4. What is the author's main purpose in writing the passage?
 A. To encourage the skeptics to have a critical eye.
 B. To warn the public of the danger of half-blindness with reviews.
 C. To blame the media's lack of responsibility in information.
 D. To show the importance of presenting overall information by the media.

Test Reading 2 (2011 福建)

Elixir

Written by Eric Walters

Twelve-year-old Roth becomes a friend of Dr. Banting and his assistant, Mr. Best, who are in search of a cure for diabetes (糖尿病). She finds herself torn between her sympathy for the animals being experimented on and her friendship with Banting and Best.

George Washington Carver

Written by Elizabeth Macleod

Meet the "Peanut (花生) Specialist", George Washington Carver, the inventor and professor who made over 325 products out of peanuts. Through his agricultural research, he also greatly improved the lives of countless black farmers in the southern United States. See also Macleod's Albert Einstein: A Life of Genius.

The Inuit Thought of It: Amazing Arctic Innovations

Written by Alootook Ipellie & David MacDonald

Explore more than 40 ideas necessary to Inuit survival. From ideas familiar to us today to inventive concepts that shaped their lives, celebrate the creativity of a remarkably intelligent people. Also see other books; The Chinese Thought of It by Tingxing Ye and A Native American Thought of It by Rocky Landon and David MacDonald.

Made in Canada: 101 Amazing Achievements

Written by Bev Spencer

What things do we use daily that have a Canadian connection? Here are 101 common things that were invented in Canada or by a Canadian, including the Blackberry, alkaline (碱性) batteries and the Blue Box recycling program.

Newton and the Time Machine

Written by Michael McGowan

Ten-year-old boy Newton has invented a time machine to see dinosaurs up close. But it disappears on a test run with his two huge friends, King Herbert and Queen Certrude, in it! Can he save them before time runs out?

1. Which of the following best describes Roth's feeling in Book 1?
 A. Painful. B. Curious. C. Frightened. D. Disappointed.
2. Which of the following is TRUE according to the passage?
 A. Animals are mentioned in Book 1 and Book 5.

- B. Book 3 introduces 40 inventive concepts.
 C. Alkaline batteries were invented by Dr. Banting.
 D. George Washington Carver was a black farmer in the US.
3. In Book 5, King Herbert and Queen Gertrude are _____.
 A. Newton's human friends
 B. the names of the time machine
 C. two dinosaurs
 D. the inventions of the time machine
4. If you are interested in Native Americans, you may read the book by _____.
 A. Elizabeth Macleod
 B. Eric Walters
 C. Rocky London & David MacDonald
 D. Bev Spencer

Test Reading 3 (2008 天津)

We can achieve knowledge either actively or passively (被动地). We achieve it actively by direct experience, by testing and proving an idea, or by reasoning.

We achieve knowledge passively by being told by someone else. Most of the learning that takes place in the classroom and the kind that happens when we watch TV or read newspapers or magazines is passive. Conditioned as we are to passive learning, it's not surprising that we depend on it in our everyday communication with friends and co-workers.

Unfortunately, passive learning has a serious problem. It makes us tend to accept what we are told even when it is little more than hearsay and rumor (谣言).

Did you ever play the game Rumor? It begins when one person writes down a message but doesn't show it to anyone. Then the person whispers it, word for word, to another person. That person, in turn, whispers it to still another, and so on, through all the people playing the game. The last person writes down the message word for word as he or she hears it. Then the two written statements are compared. Typically, the original message has changed.

That's what happens in daily life. The simple fact that people repeat a story in their own words changes the story. Then, too, most people listen imperfectly. And many enjoy adding their own creative touch to a story, trying to improve on it, stamping (打上标记) it with their own personal style. Yet those who hear it think they know.

This process is also found among scholars and authors: A statement of opinion by one writer may be re-stated as fact by another, who may in turn be quoted by yet another; and this process may continue, unless it occurs to someone to question the facts on which the original writer based his opinion or to challenge the interpretation he placed upon those facts.

1. According to the passage, passive learning may occur in _____.
 A. doing a medical experiment
 B. solving a math problem
 C. visiting an exhibition
 D. doing scientific reasoning
2. The underlined word "it" in Paragraph 2 refers to _____.
 A. active learning
 B. knowledge
 C. communication
 D. passive learning
3. The author mentions the game Rumor to show that _____.
 A. a message may be changed when being passed on
 B. a message should be delivered in different ways
 C. people may have problems with their sense of hearing
 D. people tend not to believe in what they know as rumor
4. What can we infer from the passage?
 A. Active learning is less important.
 B. Passive learning may not be reliable.
 C. Active learning occurs more frequently.
 D. Passive learning is not found among scholars.

Test Writing 1 (2011 广东)

以下是一本图书的基本信息及相关报道

基本信息：

- 书名：Battle Hymn of the Tiger Mother
- 作者：Amy Chua，美籍华人，耶鲁大学教授
- 出版时间：2010 年
- 内容：作者用中国传统方式教育两个女儿的故事
- 效应：引发中美教育方式孰优孰劣的讨论

相关报道：

- 中文版：2011 年初开始在中国销售
- 意外反应：多数中国妈妈不赞同作者的做法
- 最新消息：17 岁的大女儿已被哈佛和耶鲁录取

耶鲁：Yale

哈佛：Harvard

[写作内容]

根据以上信息写一篇图书介绍，内容包括：

- 1.图书的基本信息
- 2.图书的相关报道

[写作要求]

只能用 5 个句子表达全部内容

Test Writing 2 (2011 甘肃第一次诊断)

最近，你校高三同学就报“报考本市大学还是外地大学？”进行了讨论。讨论气氛热烈，大家争相发言。下表给出了讨论会上赞同报考本市大学和赞同报考外地大学的人数比例以及理由。请根据表格内容写一篇词数为 100 左右的发言，并说明你自己的观点，题目和文章开头已给出（不计入总词数）。

70%赞同报考本市大学	30%赞同报考外地大学
1. 离家近，可与家人相互照顾	1. 锻炼独立生活能力
2. 节约开支	2. 见识更广
3. 可利用在家的环境学习	3. 录取机会更多

Go to a university near or far?

Recently, the senior three students in our school had a discussion on whether to go to a university near or far. Different students have different opinions.

Test Writing 3 (2011 贵阳市高三适应性考试)

第二节 书面表达（满分 25 分）

在学习、生活和工作中，学会与人合作是非常重要的。某英文报纸开辟专栏讨论此事。请你根据下表中所提供的信息，为该专栏写一篇题为“Being a Good Partner”的英文稿件，发表你的观点。

为何与人合作	1. 现代人应该具备的基本素质。
	2. 可省时间和精力。
与谁合作	1. 与喜欢的人合作: 心情愉快。
	2. 与不喜欢的人合作: 发现优点。
你的看法

- 注意：1. 词数 100 左右，标题不计入总词数
2. 可以适当增加细节，以使行文连贯
3. 参考词汇：cooperate 合作



Unit 8: Applying for College

Vocabulary 1: The Interview

What is an interview?

When might you have an interview? Think of three examples.



Match the vocabulary words to the sentences in which they best fit.

1. Interview (n, v)
2. Apply (v)
3. Application (n)
4. Appointment (n)
5. Anxious (adj), anxiety (n)
6. Appropriate (adj)
7. Inappropriate (adj)
8. Candidate (n)
9. Impress (v), impressive (adj)
10. Congratulate (v)
 - ☐ Congratulations! (n)
11. Accept (v), acceptance (n)
12. Pressure (n, v)
13. Inspire (v), inspired/inspiring (adj)
 - ☐ Inspiration (n)
14. Degree (n)
15. Consider (v), consideration (n)
16. Finance (n), financial (adj)
 - ☐ Finances (n)
17. Burden (n/v)
18. Aid (n/v)
19. Financial aid (n)
20. Advise (v), advice (n)
 - ☐ Advisor (n)
21. Admit (v), admission (n)
22. Strength (n)
23. Weakness (n)

21. The university will _____ (v) 1700 students this year.
- ____ It's _____ (adj) to wear a T-shirt when relaxing with your friends, but maybe not to an interview.
- ____ Many rich countries give _____ (n), or food, supplies and money, to poorer countries.
- ____ It's _____ (adj) to wear T-shirt to a wedding.
- ____ When you graduate, you earn a _____ (n).
- ____ Can you tell me about your _____ (adj) situation? How much money does your family make in a year?
- ____ In an interview, try to _____ (v) the interviewer – make them think you are great!
- ____ The _____ (n) for college was very long and difficult. It took me weeks to fill out!
- ____ She couldn't afford the university's tuition, but they gave her a lot of _____ (n).
- ____ I made a doctor's _____ (n) for tomorrow
- ____ A _____ (n) of mine is that I forget everything!
- ____ Paying for university is a heavy _____ (n) for many families.
- ____ He was _____ (v) to college in the US!
- ____ Students applying to college are under a lot of _____ (n).
- ____ I hope you will _____ (v) me for the job.
- ____ I want to _____ (v) you on your wedding!
- ____ I don't know what I should do after graduating. Can you give me any _____ (n)?
- ____ In America, students must _____ (v) to college
- ____ He was a good _____ (n) for the job, but he didn't get it – another person did.
- ____ I have a job _____ (n) tomorrow. Wish me luck!
- ____ One of my _____ (n) is that I'm very honest.
- ____ The story of Helen Keller, a blind and deaf woman who graduated from university, is _____ (adj) to all of us
- ____ I was feeling very _____ when I came into the office for the interview.

Conversation: A College Interview

In the United States, it is common to have an interview with a representative of the college before you are admitted. Here, Tashi is applying to Bowdoin College in Brunswick, Maine, USA, and has been asked to have an interview with Mr. Brown.

- Mr. Brown: Hello, Tashi. How are you doing?
- Tashi: I'm doing well, thanks.
- Mr. Brown: You haven't been feeling anxious at all as you apply for college? I know the application form is quite long.
- Tashi: No, it's been all right. Last week, after I made the appointment for this interview, I was feeling a bit of anxiety...you know, college advisors are always telling students to be careful about wearing appropriate clothing and saying appropriate things in the interview. But I decided that it's better to simply be yourself in the interview. The more I worry about saying inappropriate things, the less I am truly myself – and that is what would make a bad interview.



- Mr. Brown: Well said, Tashi! That's certainly true. Now I'd like to start by asking you a few questions. You're a candidate for admission to Bowdoin College, which is one of the most prestigious (著名的 小学院) small colleges in the United States. Can you tell me a few things about your strengths and weaknesses?
- Tashi: Let's see...my strengths...I'm hard-working, for one. I work well with others, or under a lot of pressure. You can see this in my academic history, which is quite good, as well as my athletic achievements on my high school's basketball and track teams. I have a number of weaknesses, though – for example, I'm not always very patient. If something is happening slowly, I can get bored or lose interest easily.
- Mr. Brown: Interesting. How do you think this will affect your life in college?
- Tashi: Being hardworking and diligent will definitely help me as I study to achieve a Bachelor's degree (本科学位 དངོས་གཞིའི་བསྐྱབས་གནས།). However, my impatience might be a small problem – but I'm working to overcome this before I even arrive at college.
- Mr. Brown: That's great. Next question: who do you consider to be a great inspiration to you?
- Tashi: Many different people inspire me...I'm inspired by people like Helen Keller, who worked hard to overcome adversity (逆境, 患难, 厄运 རྒྱུ་རྐྱེན་ དཀའ་ལས།). I'm also inspired by philosophers like Plato, by athletes like Kobe Bryant and artists like Leonardo da Vinci – by people who have worked hard and done great things in their fields (专业 ཆེད་ལས།). But I'm also inspired by people closer to me – for example, my sister. She never had the opportunity to go to school – she was always helping my



parents herd yaks and do housework - but she always took my old textbooks after I was finished with them and tried to absorb as much information as possible from them. She taught herself to read and write, and now she's teaching herself English! She hopes to go to university someday – and I'm sure she will.

- Mr. Brown: Wow – what an inspirational story! Your sister must truly be an impressive young woman!



- Tashi: She certainly is.
- Mr. Brown: Well, that's all for right now. I'll review your application when it arrives, and will get back to you within three months about our decision. I just want to say, however, that you're a very impressive applicant yourself and that we'll definitely keep you in consideration for acceptance to Bowdoin.

- Tashi: Thank you! I hope to talk soon! If you have any questions, please call.
- Mr. Brown: Thanks, Tashi! Goodbye!

Three months later, Mr. Brown calls Tashi up on his cell phone.

- Mr. Brown: Tashi? This is Mr. Brown. How are you doing?
- Tashi: I'm doing great. How are you?
- Mr. Brown: I'm doing well myself. Listen - I have some news for you. I'd like to be the first to congratulate you on your acceptance to Bowdoin College!
- Tashi: Wow! That's amazing!
- Mr. Brown: I thought you'd be excited. Now, I know you'd like to celebrate but first I just wanted to ask about your family's financial situation.
- Tashi: Ah, yes...my family members are all nomadic yak-herders in Zeku county, Qinghai. They make a few thousand yuan from caterpillar fungus each year – which is the majority of their income. Paying for high school has already been a heavy burden on my family's finances; they really have very little money. I won't be able to come to Bowdoin without any financial aid.
- Mr. Brown: Well that's what I wanted to check. At Bowdoin, if you are accepted, the school will pay whatever you need to attend school. We are prepared to give you a full scholarship if necessary.
- Tashi: Wow – more great news! This is amazing – thank you!
- Mr. Brown: Don't mention it! We're excited to have such a smart and talented young man join the Bowdoin community! I'll keep in touch with you this spring about what you'll need to do to prepare for your trip to the United States. In the meantime, go celebrate!
- Tashi: I will! Thanks again, and I'm really looking forward to coming to Bowdoin!
- Mr. Brown: Of course! We'll talk soon. Bye!



Reading Comprehension Questions

1. What college does Tashi hope to attend? Where is it?
 - a. Maine College in the USA
 - b. Harvard University, in the USA
 - c. Brown University, in the USA
 - d. Bowdoin College, in Maine
 2. Tashi felt nervous before the interview because _____.
 - a. he is worried he won't get into college
 - b. college advisors are always telling him what to do
 - c. he is worried about Mr. Brown
 - d. he doesn't want to go to Bowdoin College
 3. Why is Tashi not worrying about being appropriate or inappropriate?
 - a. he doesn't like college advisors
 - b. he doesn't care about the interview
 - c. he wants to impress the interviewer
 - d. he wants to be true to himself
 4. What is one of Tashi's strengths? What is one of his weaknesses?
-
5. What kind of person inspires Tashi?
 - a. average people
 - b. people who have achieved great things
 - c. artists and creative people
 - d. people who haven't achieved great things
 6. How could Tashi's sister be described?
 - a. patient
 - b. determined
 - c. impatient
 - d. inappropriate
 7. How do you think Mr. Brown feels about Tashi after the interview?
 - a. positive
 - b. negative
 - c. neutral
 - d. angry
 8. Three months later, Mr. Brown tells Tashi that he has been _____.
 - a. rejected
 - b. applied
 - c. accepted
 - d. financial aid
 9. How does Tashi feel?
 - a. disappointed
 - b. confused
 - c. elated
 - d. upset
 10. Can Tashi or his family pay for school? Why or why not?
-
11. What does Mr. Brown offer Tashi?
 - a. economy
 - b. rejection
 - c. financial aid
 - d. application
 12. If you had an interview while you were applying for college, how would you feel? What would you talk about, and why? (3 sentences or more) _____
-

Grammar: Inverted Sentences

Inverted means to reverse or turn upside-down (颠倒), so that the back becomes the front. So, an inverted sentence is one where the verb comes before the subject. This is done when you want to pay more attention to the verb, or when the verb is more important than the subject. To choose the correct form of the verb, first you must find the subject of the sentence, and decide whether it is singular (horse) or plural (horses). Inverted ཞེས་པ་ནི་མགོ་འཇུག་སྟོན་པ་དང་ཕྱི་ནང་སྟོན་པ། ཡང་ན་རྒྱུ་མདུན་སྟོན་པའི་དོན་ཡིན། མགོ་འཇུག་སྟོན་པའི་ཆོག་གྲུབ་ཀྱི་ནང་དུ་ལས་ཆོག་ནི་བྱེད་པ་པོའི་སྟོན་དུ་འབྱུང་བ་དང་། འདི་ལྟ་བུའི་ཆོག་གྲུབ་ནི་བྱེད་ཀྱིས་བྱེད་པ་པོ་ལས་ལས་ཆོག་ལ་དོ་ཁུར་བྱེད་པའི་སྐབས་དང་། ཡང་ན་བྱེད་པ་པོ་ལས་ལས་ཆོག་གལ་ཆེ་བའི་དུས་སུ་བཀོལ། ཡང་དག་པའི་སྟོན་ནས་རིགས་མི་འདྲ་བའི་ལས་ཆོག་བཀོལ་བའི་དུས་སུ། ཐོག་མར་བྱེད་ཀྱིས་ཆོག་གྲུབ་ཀྱི་ནང་གི་བྱེད་པ་པོ་འཆོལ་དགོས་པ་དང་། དེ་ནས་བྱེད་པ་པོ་ནི་རྒྱང་ཆོག་ཡིན་ནས་ཡང་ན་མང་ཆོག་ཡིན་པར་ལྟ་དགོས།

- ☐ Regular sentence (subject+verb+object): Four horses live in that barn.
- ☐ Inverted sentence: In that barn live four horses.

- Subject _____ Verb _____
- The verb is live, not lives because it is describing the horses, not the barn

Exercise 1: Write the correct form of the verb

1. Down that dark path _____ (sit, sits) the haunted house.
2. Here _____ (is, are) the book you wanted to read.
3. Untouched _____ (was, were) the tranquil garden.
4. From the bank the thief _____ (steal, steals) the money.
5. From the bowl _____ (eat, eats) three cats.
6. There _____ (was, were) a big fire here last year.
7. Where _____ (is, are) my favorite hat?
8. There _____ (stand, stands) the president of the United States.
9. What _____ (do, does) you do for a living?
10. Attached _____ (is, are) a copy of the file.

Exercise 2: Invert the following regular sentences.

1. The stolen bikes are here!

_____.

2. His letter is included in the email.

_____.

3. The young monk is very wise.

_____.

4. Tashi is extremely foolish.

_____.

5. That shopkeeper is unusually suspicious.

_____.

6. That man on the corner is very strange.

Often inverted sentences begin with only/not only, never, rarely, seldom, hardly, barely, no sooner, scarcely, little, so, such, or that. 颠倒句子平常是跟 only/not only, never, rarely, seldom, hardly, barely, no sooner, scarcely, little, so, such, or that 开始的。མགོ་འཇུག་སྒྲིག་པའི་ཚིག་གྲུབ་ནི་དུས་རྒྱུན་ only/not only, never, rarely, seldom, hardly, barely, no sooner, scarcely, little, so, such, or that དག་ཚིག་གྲུབ་ཀྱི་མགོ་ར་བཞག་ནས་བཀོལ་དགོས།

Exercise 3: Change the regular sentences to inverted sentences

Example: I am very good at math, and I am also good at grammar. → Not only...

Not only am I good at math, I am also good at grammar _____.

1. I have never been more unhappy. → Never...

_____.

2. She had rarely seen anything so strange. → Rarely...

_____.

3. As soon as he finished dinner, she arrived. → No sooner...

_____.

4. The teacher makes a comment only after understanding the question → Only...

_____.

5. I didn't know that he would come so early! → Little ...

6. I was so happy, I jumped for joy. → So ...

7. He hardly ever comes to class on time. → Hardly ever...

8. Michael Jackson was a great singer, and also a great dancer. → Not only...

Another kind of inverted sentence is when the adverb particles (for example: up, down, in, out, on, off, away and back) are at the beginning of the sentence. In these sentences, the subject and verb are only switched if the subject is not a personal pronoun (he, I, they, she, it). 另外一种颠倒句子是跟副词 (up, down, in, out, on, off, away and back) 开始的。这样个句子中，如果主语是人称代词 就不要把主语和动词颠倒。མགོ་འཇུག་སྒྲོག་པའི་ཚིག་གྲུབ་རིགས་གཞན་ཞིག་ཡོད་པ་ནི་བྱ་བའི་རྒྱན་ཚིག་ up, down, in, out, on, off, away and back དག་མགོར་བཞག་ནས་བཀོལ། འདི་ལྟ་བུའི་ཚིག་གྲུབ་ཀྱི་ནང་དུ། གལ་ཏེ་བྱེད་པ་པོ་ནི་ཚབ་ཚིག་ he, I, they, she, it དག་མིན་ཚེ། ད་གཞིན་བྱེད་པ་པོ་དང་ལས་ཚིག་གཉིས་ཀྱི་གནས་ས་བརྗེ་དགོས།

- ☐ He fell down from his horse. → Down he fell from his horse.
- ☐ The bird flew away. → Away flew the bird.
- ☐ He went up the stairs. → Up the stairs he went.



Exercise 4: Change the regular sentences to inverted sentences

1. The man and his wife lived down the street.

2. The flag went up the pole.

3. The climbers came down the mountain.

4. Mary came out of the shop.

5. The students went back home for holiday.

6. He went away from Xining and never returned.

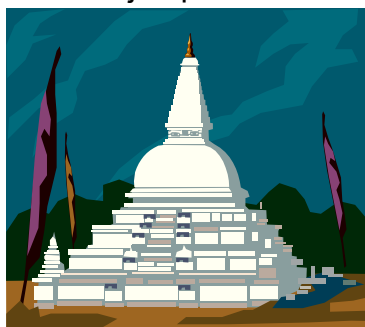
7. My grandparents came into the living room.

8. Tashi's friend was across the street.

Exercise 5: Answer the following questions

1. _____ from the fifth floor when the policemen surrounded him.

- A. Jumped down the thief B. Down the thief jumped
C. Down jumped the thief D. Down did the thief jump



2. When he reached the end of the swimming pool, _____.

- A. back did he swim B. back he swam
C. back swam he D. back did swim he

3. No sooner _____, than it stopped raining.

- A. reached we the hotel B. reached the hotel did we
C. had we reached the hotel D. the hotel we reached

4. Never _____ catch any fish.

- A. did he B. had he
C. he did D. he had

5. Little _____ my mother was coming for a visit today!

- A. I didn't know B. didn't I know
C. did I know D. I did know

6. Only after your homework is finished, _____ and play.

- A. you can go outside B. outside can you go
C. can you go outside D. go outside can you

7. Not only _____, but she's also very smart.

- A. she is beautiful B. is she beautiful
C. beautiful she is D. beautiful is she

8. Never _____ such an ugly place.

- A. have I seen B. I have seen
C. I saw D. saw I

9. _____ many of the monks.

- A. went back to the monastery B. back went to the monastery
C. back to the monastery went D. the monastery went back to

10. _____ when someone pushed her from behind.

- A. Off the fence fell she B. She off the fence fell
C. Off did she fall the fence D. Off the fence she fell

11. Which is correct?

- A. In the water jumped the teacher, and off swam he.
B. In the water the teacher jumped, and off swam he.
C. In the water the teacher jumped, and off he swam.
D. In the water jumped the teacher, and off he swam.

12. Write your own sentence: _____



Cloze 1 (2011 福建)

Diana Velez does everything with maximum effort - and at maximum speed. That 1 learning a new language, completing two certificates and opening a store.

When arriving in Canada in 2008, she had one 2 : to have what she had back home in Colombia. "I didn't want to 3 what I do, like so many who come to a new country," she said. "I 4 to open a store here in Canada but knew I had to 5 myself properly."

Diana quickly realized that making her dream of ownership in Canada a 6 meant going to school to get the 7 education and certification." My experience of owning a shop and working as a designer in Colombia gave me 8 in my abilities. But I couldn't speak the language and I had to 9 how to do things in Canada. It was like having to 10 all over again," said Diana.

11, she found just the help she needed for her relaunch (重新开张) 12 continuing education at George Brown College. She began taking 13 for both the Essential Skills in Fashion Certificate and the Image Consulting Certificate in May 2009. 14 Diana met with the language barrier, she was always going 15 while at college.

By the end of October 2009, she had completed all certificate requirements. Within two years after her 16 in Canada, Diana at last achieved her 17 goal when her new store opened its doors in Toronto's Sheppard Center. She was on the fast-track to 18.

Looking back, Diana, a fashion (时装) designer, 19 her achievements to the goal she set, the education she received from the college, and 20 the efforts she made. Now Diana is very happy doing what she is doing.

- | | | | |
|------------------|---------------------|----------------|---------------|
| 1. A. requires | B. encourages | C. includes | D. advises |
| 2. A. goal | B. memory | C. choice | D. problem |
| 3. A. continue | B. choose | C. change | D. lose |
| 4. A. demanded | B. decided | C. agreed | D. hesitated |
| 5. A. teach | B. prepare | C. enjoy | D. persuade |
| 6. A. reality | B. fact | C. challenge | D. wonder |
| 7. A. physical | B. private | C. primary | D. necessary |
| 8. A. pressure | B. judgment | C. influence | D. confidence |
| 9. A. put away | B. depend on | C. learn about | D. look into |
| 10. A. advance | B. start | C. suffer | D. work |
| 11. A. Naturally | B. Gradually | C. Luckily | D. Clearly |
| 12. A. through | B. for | C. before | D. with |
| 13. A. notes | B. responsibilities | C. chances | D. courses |
| 14. A. Though | B. As | C. Since | D. Once |
| 15. A. around | B. back | C. ahead | D. out |
| 16. A. adventure | B. arrival | C. performance | D. journey |
| 17. A. original | B. common | C. another | D. distant |
| 18. A. success | B. wealth | C. glory | D. happiness |
| 19. A. adds | B. connects | C. devotes | D. owes |
| 20. A. after all | B. above all | C. at least | D. at first |

Cloze 2 (2008 北京)

When I entered Berkeley, I hoped to earn a scholarship. Having been a Straight-A student, I believed I could 1 tough subjects and really learn something. One such course was World Literature given by Professor Jayne. I was extremely interested in the ideas he 2 in class.

When I took the first exam, I was 3 to find a 77, C-plus, on my test paper, 4 English was my best subject. I went to Professor Jayne, who listened to my arguments but remained 5.

I decided to try harder, although I didn't know what that 6 because school had always been easy for me. I read the books more carefully, but got another 77. Again, I 7 with Professor Jayne. Again, he listened patiently but wouldn't change his 8.

One more test before the final exam. One more 9 to improve my grade. So I redoubled my efforts and, for the first time, 10 the meaning of the word "thorough". But my 11 did no good and everything 12 as before.

The last hurdle (障碍) was the final. No matter what 13 I got, it wouldn't cancel three C-pluses. I might as well kiss the 14 goodbye.

I stopped working hard. I felt I knew the course material as well as I ever would. The night before the final, I even 15 myself to a movie. The next day I decided for once I'd have 16 with a test.

A week later, I was surprised to find I got an A. I hurried into professor Jayne's office. He 17 to be expecting me. "If I gave you the As you 18, you wouldn't continue to work as hard."

I stared at him. 19 that his analysis and strategy (策略) were correct. I had worked my head 20, as I had never done before.

I was speechless when my course grade arrived: A-plus. It was the only A-plus given. The next year I received my scholarship. I've always remembered Professor Jayne's lesson: you alone must set your own standard of excellence.

- | | | | |
|--------------------|---------------|---------------|--------------|
| 1. A. take | B. discuss | C. cover | D. get |
| 2. A. sought | B. presented | C. exchanged | D. obtained |
| 3. A. shocked | B. worried | C. scared | D. anxious |
| 4. A. but | B. so | C. for | D. or |
| 5. A. unchanged | B. unpleasant | C. unfriendly | D. unmoved |
| 6. A. reflected | B. meant | C. improved | D. affected |
| 7. A. quarreled | B. reasoned | C. bargained | D. chatted |
| 8. A. attitude | B. mind | C. plan | D. view |
| 9. A. choice | B. step | C. chance | D. measure |
| 10. A. memorized | B. considered | C. accepted | D. learned |
| 11. A. ambition | B. confidence | C. effort | D. method |
| 12. A. stayed | B. went | C. worked | D. changed |
| 13. A. grade | B. answer | C. lesson | D. comment |
| 14. A. scholarship | B. course | C. degree | D. subject |
| 15. A. helped | B. favored | C. treated | D. relaxed |
| 16. A. fun | B. luck | C. problems | D. tricks. |
| 17. A. happened | B. proved | C. pretended | D. seemed |
| 18. A. valued | B. imagined | C. expected | D. welcomed |
| 19. A. remembering | B. guessing | C. supposing | D. realizing |
| 20. A. out | B. over | C. on | D. off |

Test Reading 1 (2011 山东)

Diana Jacobs thought her family had a workable plan to pay for college for her 21-year-old twin sons: a combination of savings, income, scholarships, and a modest amount of borrowing. Then her husband lost his job, and the plan fell apart.

"I have two kids in college, and I want to say 'come home,' but at the same time I want to provide them with a good education," says Jacobs.

The Jacobs family did work out a solution: They asked and received more aid from the schools, and each son increased his borrowing to the maximum amount through the federal loan (贷款) program. They will each graduate with \$20,000 of debt, but at least they will be able to finish school.

With unemployment rising, financial aid administrators expect to hear more families like the Jacobs. More students are applying for aid, and more families expect to need student loans. College administrators are concerned that they will not have enough aid money to go around.

At the same time, tuition (学费) continues to rise. A report from the National Center for Public Policy and Higher Education found that college tuition and fees increased 439% from 1982 to 2007, while average family income rose just 147%. Student borrowing has more than doubled in the last decade.

"If we go on this way for another 25 years, we won't have an affordable system of higher education," says Patrick M. Callan, president of the center. "The middle class families have been financing it through debt. They will send kids to college whatever it takes, even if that means a huge amount of debt."

Financial aid administrators have been having a hard time as many companies decide that student loans are not profitable enough and have stopped making them. The good news, however, is that federal loans account for about three quarters of student borrowing, and the government says that money will flow uninterrupted.

1. According to Paragraph 1, why did the plan of Jacobs family fail?

- A. The twins wasted too much money. B. The father was out of work.

- C. Their saving ran out. D. The family fell apart.
2. How did the Jacobs manage to solve their problem?
- A. They asked their kids to come home.
 B. They borrowed \$20,000 from the school.
 C. They encouraged their twin sons to do part-time jobs.
 D. They got help from the school and the federal government.
3. Financial aid administrators believe that _____.
 A. more families will face the same problem as the Jacobses
 B. the government will receive more letters of complaint
 C. college tuition fees will double soon
 D. America's unemployment will fall
4. What can we learn about the middle class families from the text?
 A. They blamed the government for the tuition increase.
 B. Their income remained steady in the last decade.
 C. They will try their best to send kids to college.
 D. Their debts will be paid off within 25 years.
5. According to the last paragraph, the government will _____.
 A. provide most students will scholarships
 B. dismiss some financial aid administrators
 C. stop the companies from making student loans
 D. go on providing financial support for college students

Test Reading 2 (2011 陕西)

In early autumn I applied for admission to college. I wanted to go nowhere but to Cornell University, but my mother fought strongly against it. When she saw me studying a photograph of my father on the sports ground of Cornell, she tore it up.

"You can't say it's not a great university, just because Papa went there."

"That's not it at all. And it is a top university." She was still holding the pieces in her hand. "But we can't afford to send you to college."

"I wouldn't dream of asking you for money. Do you want me to get a job to help support you and Papa? Things aren't that bad, are they?"

"No," she said. "I don't expect you to help support us."

Father borrowed money from his rich cousins to start a small jewellery shop. His chief customers were his old college friends. To get new customers, my mother had to help. She picked up a long-forgotten membership in the local league of women, so that she could get to know more people. Whether those people would turn into customers was another question. I knew that my parents had to wait for quite a long time before their small investment (投资) could show returns. What's more, they had not wanted enough to be rich and successful; otherwise they could not possibly have managed their lives so badly.

I was torn between the desire to help them and change their lives, and the determination not to repeat their mistakes. I had a strong belief in my power to go what I wanted. After months of hard study I won a full college scholarship (奖学金). My father could hardly contain his pride in me, and my mother eventually gave in before my success.

1. The author was not allowed to go to Cornell University mainly because _____.
 A. his father graduated from the university
 B. his mother did not think it a great university
 C. his parents needed him to help support the family
 D. his parents did not have enough money for him
2. The father started his small shop with the money from _____.
 A. a local league B. his university C. his relatives D. his college friends
3. Why did the mother renew her membership in the league?
 A. To help with her husband's business B. To raise money for her son

- C. To meet her long-forgotten friends D. To better manage her life
4. According to the text, what was the author determined to do in that autumn?
- A. To get a well-paid job for himself B. To improve relations with his mother
- C. To go to his dream university D. To carry on with his father's business

Test Reading 4 (2009 山东)

An increase in students applying to study economics at university is being attributed to the global economic crisis awakening a public thirst for knowledge about how the financial system works.

Applications for degree courses beginning this autumn were up by 15% this January, according to UCAS, the Universities and Colleges Admissions Service. A spokesman for the Royal Economic Society said applications to do economics at A-level were also up.

Professor John Beath, the president of the society and a leading lecturer at St Andrews University, said his first-year lectures -- which are open to students from all departments -- were drawing crowds of 400, rather than the usual 250.

"There are a large number of students who are not economics majors, who would like to learn something about it. One of the things I have done this year is to relate my teaching to contemporary events in a way that one hasn't traditionally done." He said.

University applications rose 7% last year, but there were rises above average in several subjects. Nursing saw a 15% jump, with people's renewed interest in careers in the public sector, which are seen as more secure in economic crisis.

A recent study showed almost two thirds of parents believed schools should do more to teach pupils about financial matters, and almost half said their children had asked them what was going on, although a minority of parents felt they did not understand it themselves well enough to explain.

Zack Hocking, the head of Child Trust Funds, said: "It's possible that one good thing to arise from the downturn will be a generation that's financially wiser and better equipped to manage their money through times of economic uncertainty."

- Professor John Beath's lectures are _____.
A. given in a traditional way B. connected with the present situation
C. open to both students and their parents D. warmly received by economics
- Careers in the public sector are more attractive because of their _____.
A. greater stability B. higher pay C. fewer applications D. better reputation
- In the opinion of most parents, _____.
A. economics should be the focus of school teaching
B. more students should be admitted to universities
C. the teaching of financial matters should be strengthened.
D. children should solve financial problems themselves
- According to Hocking, the global economic crisis might make the youngsters _____.
A. wiser in money management B. have access to better equipment
C. confident about their future careers D. get jobs in Child Trust Funds
- What's the main idea of the text?
A. Universities have received more applications.
B. Economics is attracting an increasing number of students
C. College students benefit a lot from economic uncertainty
D. Parents are concerned with children's subject selection.

Test Writing 1 (2011 重庆)

某国际动物关爱协会面向全球中学生招募“动物代言人”，希望申请者选择一种自己喜欢的动物，为之代言 (speak for)。假设你是重庆新华中学的学生李华，有意参与该活动，现请你用英文在线填写申请表(仅需填写“申请陈述”部分)，内容如下：

- 表示有意参加

- 说明自己富有爱心、关爱动物
- 打算为何种动物代言，并说明理由
- 希望申请成功

注意：(1) 请在答题卡规定区域内作答；
(2) 词数 100 左右；
(3) “申请陈述”的第一句已经给出, 不计入总词数

Application Form (申请表)

Name (姓名) Li Hua

Sex (性别) F/M

Age (年龄) 18

Email Add. (电子邮件地址) lihua@xinhuaschool.com

Statement of Application (申请陈述)

I am a student from Xinhua Middle School in Chongqing, China. _____

Test Writing 2 (2011 上海)

假如你是启明中学（Qi Ming Middle School）的李明，想申请一个扶贫项目，帮助贫困地区的儿童。根据以下启事，写一封申请信（信中不能提到真实姓名和学校）。

启事

国际儿童基金会将资助中学生开展扶贫项目，以帮助 贫困地区的儿童。申请成功者将获得项目经费 2000 元。

有意者请来信告知：

1) 你个人的基本情况；

2) 你对申请项目的基本设想；

3) 项目经费的使用计划。

联系方式： 2011hope@icf.org

2011

Test Writing 3 (2011 辽宁)

假定你是李华，将于今年七月从新星外语学校毕业，你从报纸上得知 B & B 公司要招聘一名英文秘书，你很感兴趣。请给该公司写一封求职信，包括下列要点：

1. 年龄；
2. 学习情况及英语水平；
3. 兴趣和特长；
4. 性格特点。

注意：1. 词数 100 左右；
2. 可适当增加细节，以使行文连贯；

3. 开头和结束语已为你写好。

June 8

Dear Sir/Madam

I learned from the newspaper that your company needs an English secretary. _____

I'm looking forward to your reply.

Sincerely yours,
Li Hua



Appendix 1: Test Listening

Tianjin 天津 2010

第一节（共 5 小题；每小题 1.5 分，满分 7.5 分）

听下面五段对话。每段对话后有一个小题，从题中所给的 A、B、C 三个选项中选出最佳选项，并标在试卷的相应位置。听完每段话后，你将有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

62. What does the man think about the vacation?

- A. It'll be a long vacation.
- B. It's only a dream.
- C. It'll be great.

63. What will the woman probably do on Saturday evening?

- A. Go skating.
- B. Call her sister.
- C. Give a lecture.

64. What does the man suggest to the woman?

- A. Having a meeting.
- B. Calling on him.
- C. Buying a house.

65. Where does the conversation most probably take place?

- A. In an office.
- B. In a museum.
- C. In a clothing store.

66. What did Alice ask the man to do?

- A. Borrow some magazines for her.
- B. Return some magazines to the library.
- C. Give some magazines back to her.

第二节（共 15 小题；每小题 1.5 分）

听下面五段材料。每段材料后有几个小题，从题中所给的 A、B、C 三个选项中选出最佳选项，并标在试卷的相应位置。听每段材料前，你将有时间阅读各个小题，每小题 5 秒钟；听完后，各小题将给出 5 秒钟的作答时间。每段材料读两遍。

听下面一段对话，回答第 67 和第 68 两个小题。

67. What has the man been doing?

- A. Writing a book.
- B. Reading a book.
- C. Advertising a book.

68. What is the man's response to the woman's suggestion?

- A. He doesn't take it seriously.
- B. He has rejected it.
- C. He has accepted it.

听下面一段对话，回答第 69 至第 71 三个小题。

69. Where does this conversation take place?

- A. At a railway station.
- B. At a coach station.
- C. At an airport.

70. How many suitcases does the woman have altogether?

- A. Three.
- B. Two.
- C. One.

71. What do we learn about the woman?

- A. She has bought a return ticket.
- B. She has taken this trip before.
- C. She has lost one suitcase.

听下面一段对话，回答第 72 至第 74 三个小题。

72. What is the problem with the woman's watch?

- A. It needs cleaning.
- B. It is ruined by water.
- C. It needs a new battery.

73. What does the shop offer if one changes a battery there?

- A. A free battery.
- B. One-year guarantee.
- C. Free cleaning service.

74. Why can't the woman have her watch repaired right away?

- A. The man can't fix it at the moment.
- B. The woman doesn't have enough money on her.
- C. There is no right battery in the shop now.

听下面一段对话，回答第 75 至第 78 四个小题。

75. Which of the following is TRUE about the man?

- A. He has lost interest in jazz.
- B. He works in the Student Center.
- C. He is a full-time student.

76. Why did the man decide not to stay with the band?

- A. He didn't like the bandleader.
- B. He was too busy to make it.
- C. He wanted to join a better band.

77. What role did the man probably play in the band?

- A. A guitarist.
- B. A pianist.
- C. A singer.

78. What suggestion does the woman give to the man?

- A. Organizing a new band.
- B. Joining a new band.
- C. Giving up performing.

听下面一段独白，回答第 79 至第 81 三个小题。

79. How many points does a misspelled word cost?

- A. 2 points.
- B. 3 points.
- C. 5 points.

80. What are the students going to do on Friday?

- A. Read a short story.
- B. Take a major test.
- C. Write an essay.

81. When was this lecture given?

- A. On Monday.
- B. On Wednesday.
- C. On Friday.

Tianjin 天津 2007

第一节（共 5 小题；每小题 1.5 分，满分 7.5 分）

67. When does the man's plane take off?
A. At 5:00 B. At 5:30 C. At 7:00
68. What do we learn about the man?
A. He is sleepy.
B. He hurt his eyes.
C. He failed his exam.
69. How often was the magazine published in the past?
A Once a week
B Once a month
C Twice a month
70. What are the two speakers talking about?
A Weather forecast
B The view of a lake
C As out door activity
71. Why did not the woman meet the man for lunch?
A She was having a class.
B She did not like the crowd
C She was not feeling well

第二节（共 15 小题，每小题 1.5 分，满分 22.5）

72. What is the conversation about?
A Offering a lift
B Buying a computer
C Asking for a favor
73. What is the man doing when the woman calls?
A He is moving a box
B He is working upstairs
C He is waiting for the delivery
74. What happened to the woman's purse?
A It was missing
B It was left home
C It was stolen
75. What did the woman go to the bank for?
A To pay the bill
B To cash the cheque
C To open an account
76. Which is the right order of the places the speakers have been to ?
A Coffee shop—bookshop---bank
B Bookshop ----bank----coffee shop
C Bank---coffee shop--- bookshop

77. Who supported the woman financially for her studies at nurse school?
A Her parents
B The government
C The woman herself
78. What do we learn about the woman's parents?
A They respected her choice
B They treated her as a child
C They controlled her too much
79. What is TRUE about the man?
A He was forced to study abroad
B He is longing for more freedom
C He is open to persuasion
80. What attracts the woman most at the store?
A Its high -quality service .
B Its good range of products
C Its nice shopping environment
81. Which of the following products are mentioned in the conversation?
A Cupboards, beds and armchairs
B Armchairs, dinner tables and bed sheets.
C Bookcases, cupboards and table cloths
82. What does the woman not like about the store?
A No sales promotion
B Crowds at the checkouts
C High prices of the products
83. How did Europeans know the exact time in the late 1700s?
A By looking at clocks at home
B By looking at clocks in factories
C By looking at clocks in public places
84. When did people regard watches as a sign of wealth in Europe and the US?
A In the 1800s
B In the 1850s
C In the 1900s
85. What did industrialization bring about in watch-making?
A. The quality of watches was improved.
B. More types of watches were available.
C. More watches could be produced.
85. Which would be the best title for the passage?
A The development of watches and clocks
B The functions of watches and clocks
C The importance of watches and clocks

第一节 (共 5 小题; 满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项, 并标在试卷的相应位置。听完每段对话后, 你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

1. What do the speakers need to buy?
A. A fridge.
B. A dinner table.
C. A few chairs.
2. Where are the speakers?
A. In a restaurant. B. In a hotel. C. In a school.
3. What does the woman mean?
A. Cathy will be at the party.
B. Cathy is too busy to come.
C. Cathy is going to be invited.
4. Why does the woman plan to go to town?
A. To pay her bills in the bank.
B. To buy books in a bookstore.
C. To get some money from the bank.
5. What is the woman trying to do?
A. Finish some writing.
B. Print an article.
C. Find a newspaper.

第二节 (共 15 小题; 满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项, 并标在试卷的相应位置。听每段对话或独白前, 你将有时间阅读各个小题, 每小题 5 秒钟; 听完后, 各小题将给出 5 秒钟的作答时间。每段对话或对白读两遍。

听第 6 段材料, 回答第 6—7 题。

6. What is the man doing?
A. Changing seats on the plane.
B. Asking for a window seat.
C. Trying to find his seat.
7. What is the woman's seat number?
A. 6A. B. 7A. C. 8A.

听第 7 段材料, 回答 8—9 题。

8. Why doesn't the woman take the green T-shirt?
A. It's too small.
B. It's too dark.
C. It's too expensive.
9. What does the woman buy in the end?
A. A yellow T-shirt.
B. A blue T-shirt.

C. A pink T-shirt.

听第 8 段材料, 回答 10—12 题。

10. How long has the man been in London?
A. One year.
B. A few years.
C. A couple of months.
11. Why did the woman leave her hometown?
A. To lead a city life.
B. To open a restaurant.
C. To find a job.
12. Where did the woman come from?
A. London.
B. Arnside.
C. Lancaster.

听第 9 段材料, 回答 13—16 题。

13. What is a daypack?
A. A box. B. A bag. C. A lock.
14. What surprises the girl at school?
A. A lot of discussions in class.
B. Teachers giving little homework.
C. Few students asking questions in class.
15. At what time of the school term does the conversation most, probably take place?
A. At the end of it.
B. In the middle of it.
C. At the beginning of it.
16. What do we know about the girl?
A. She is new to the school.
B. She writes for the school newspaper.
C. She seldom asks questions in class.

听第 10 段材料, 回答 17—20 题。

17. What does Mr. Henry Stone do?
A. A bank clerk.
B. A teacher.
C. A writer.
18. What does Henry like doing at airports?
A. Watching people.
B. Telling stories.
C. Reading magazines.
19. What did Henry learn from the newspaper that day?
A. A valuable suitcase was missing.
B. A man stole money from a bank.
C. A woman ran away from home.
20. Why was the woman at the airport?
A. She was traveling on business.
B. She was seeing the man off.
C. She was leaving for Greece.

听力试题: 第一节 (湖南卷)

听下面 5 段对话。每段对话后有一个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项, 并标在试题卷的相应位置。听完每段对话后, 你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

1. What does the man mean?
A. It will take about one month to repair the watch.
B. It costs too much to have the watch repaired.
C. The watch is no longer worth repairing.
2. When will they get there for the play?
A. 9:00 B. 10:00 C. 10:30
3. Why can't the man concentrate on his study?
A. He keeps thinking of going to the movies.
B. His classmates are taking a break.
C. He's been studying for too long.
4. What is the man going to do?
A. Go to the Chinese restaurant.
B. Watch the football game.
C. Visit a friend downtown.
5. What do you know about Frank?
A. He will arrive in Chicago this morning.
B. He will send Ms. Tyler an e-mail.
C. He will call Ms. Tyler himself.

第二节: 听下面 4 段对话。每段对话后有几个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项, 并标在试题卷的相应位置。听每段对话前, 你将有时间阅读各个小题, 每小题 5 秒钟; 听完后, 各小题将给出 5 秒钟的作答时间。每段对话读两遍。

听下面一段对话, 回答第 6 和第 7 两个小题。

6. Which part of the man's body hurts?
A. An arm. B. An eye. C. An ear.
7. What does the woman advise the man to do?
A. Go to hospital at once.
B. Stay away from the swimming pool.
C. Get some medicine from the drugstore.

听下面一段对话, 回答第 8 至第 10 三个小题。

8. What do you know about the woman?
A. She doesn't believe the man's excuse.
B. She's been waiting far too long.
C. She's really angry with the man.
9. What does the man mean?
A. He got there in only five minutes.
B. He has a good reason for being late.
C. He is used to waiting for the woman.
10. What does the woman want the man to do?
A. Buy the tickets.
B. Buy her a wallet.
C. Go back for her wallet.

听下面一段对话, 回答第 11 至第 13 三个小题。

11. Who is the woman talking to?
A. A hotel clerk.
B. A hotel manager.

C. A policeman.

12. Where does the conversation most probably take place?

- A. In the manager's office.
- B. In the room of the guest.
- C. At the police station.

13. What do you know about the woman?

- A. She cannot find her necklace.
- B. She put her necklace in the bed.
- C. She is not satisfied with the room.

听下面一段对话, 回答第 14 至第 17 四个小题。

14. Why is the woman asking for leave?
A. She plans to go to the UK with her parents.
B. She has to take care of her parents at home.
C. She wants to spend some time with her parents.
15. What can be inferred about the man?
A. He knows a lot about Chinese culture.
B. He doesn't want the woman to take any time off at first.
C. He considers language a big problem for foreign visitors.
16. What can be inferred about the woman?
A. She is a student.
B. She is a teacher.
C. She is a tourist.
17. What agreement do the two speakers reach at the end of the conversation?
A. The woman can take two days off.
B. The woman needs to do some extra work.
C. The woman should buy some travelling materials.

第三节: 听下面一段材料, 将第 18 至第 20 三个小题的信息补充完整, 每小题不超过 3 个单词。听材料前, 你将有时间阅读各个小题, 每小题 5 秒钟; 听完后, 各小题将给出 15 秒钟的作答时间。本段材料读两遍。

Doing exercise and keeping fit

I. The importance of exercise.

A 18 can lead to many health problems. .

II. How to prevent illness.

Stay 19 : playing sports, gardening & doing housework .

III. Ways of doing exercise.

• Choose a proper form - one that you enjoy and that you can stick with.

• Exercise in the right way. Start exercising slowly and increase the amount of exercise 20.

Hubei 湖北 2010

第一节(共 5 小题; 每小题 1.5 分, 满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题, 从题中所给的 A、B、C 二个选项中选出最佳选项, 并标在试卷的相应位置。听完每段对话后, 你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

What will the man probably do?

- A. Take a rest.
- B. Go to a party
- C. Meet his boss.

2. What do we know about the man?

- A. He has been caught copying a report.
- B. He is not free at the moment.
- C. He won't leave till the last minute.

3. What is the woman concerned about?

- A. Her health.
- B. Her character.
- C. Her appearance.

4. What does the man mean?

- A. The fridge will be fixed.
- B. The room will be warmer.
- C. The lights will be switched on.

5. What does the man imply?

- A. The woman already has too many shoes.
- B. The new shoes do not look good enough.
- C. He doesn't care where to put the new shoes.

6. Why doesn't the man want to fly?

- A. He wants to enjoy the scenery.
- B. He thinks it's dangerous.
- C. He likes taking the bus.

7. Which means of transport does the woman prefer?

- A. The bus. B. The train. C. The car.

8. Why is the woman worried?

- A. She doesn't know what to read.
- B. She hasn't finished her task.
- C. She has no time to write her book.

9. What do we know about the man?

- A. He has been to Europe with the woman.
- B. He has forgotten to write his reports.
- C. He has finished reading all the books.

10. What helps to impress the interviewer in the first place?

- A. Appropriate body language.
- B. Excellent memory.

C. Natural voice.

11. What should the man do before the interview?

- A. Practice handshaking.
- B. Recite the answers to possible questions.
- C. Get some information about the company.

12. What advice does the woman offer about the topic of salary?

- A. Not to mention it at the first interview.
- B. Not to bring it up in a roundabout way.
- C. To let the interviewer mention it next time.

13. How does the man kill time?

- A. By eating potato chips.
- B. By watching TV.
- C. By taking a walk.

14. What does the woman dislike?

- A. The square.
- B. The parks.
- C. The city.

15. What does the man think is the most important?

- A. Entertainment. B. Income. C. Quietness.

16. What do the man and woman disagree on?

- A. Whether the city needs a symbol.
- B. Whether the amusement park should be built.
- C. Whether the square is a good place for a walk.

17. What kind of English lessons does the speaker recommend?

- A. Examination skills.
- B. Reading and writing.
- C. Listening and speaking.

18. How can a learner take the lessons when he is not online?

- A. By using the downloaded sound files.
- B. By making conversations with others.
- C. By reviewing words, phrases and idioms.

19. What is mentioned as an advantage of the speaker's online course?

- A. It improves learners' English skills quickly.
- B. It offers learners better study methods.
- C. It helps learners to make friends.

20. What's the speaker's idea about learning English?

- A. Being confident in learning.
- B. Learning English little by little.
- C. Having clear learning goals.

Hubei 湖北 2011

1. Why does the woman want to go to America?

- A. To take language courses.
- B. To attend a conference.
- C. To visit some friends.

2. What do you know about Peter Smith?

- A. He is having lunch at home.
- B. He is out at the moment.
- C. He is talking with Mary;

3. What is said about the woman?

- A. She spends more than she earns.
- B. She earns more than she spends.
- C. She has a tight budget

4. What do we know about the speakers?

- A. They are now traveling in Mexico.
- B. They have been to a festival in Mexico.
- C. They painted some pictures in Mexico.

5. What is the woman doing?

- A. Helping children with AIDS.
- B. Raising money for African children.
- C. Collecting information on African children.

6. What was the man doing during the earthquake?

- A. Shouting.
- B. Running.
- C. Sleeping.

7. How was the man when the earthquake took place?

- A. He was ill.
- B. He was helpless.
- C. He was frightened.

8. Why does the boy love Sunday?

- A. He can play basketball.
- B. He has no classes at school.
- C. He can watch sports on TV.

9. What is the boy expected to do?

- A. To help with housework.
- B. To watch a game on TV.
- C. To have a good rest.

10. What is said about medical development in the future?

- A. Health care will be free.
- B. Cancer may be cured.
- C. AIDS may disappear.

11. What will make distant places more popular for holiday?

- A. Better air service.
- B. Faster air transport.
- C. Lower cost for air travel.

12. What is the topic of this interview?

- A. Future ways of travelling.
- B. Medical progress in the future.
- C. Changes of life in the next decade.

13. Where is the woman going now?

- A. To an art museum.
- B. To a Chinese restaurant.
- C. To an underground station.

14. Why does the woman come to the city?

- A. For business.
- B. For traveling.
- C. For shopping.

15. Why does the man recommend the restaurant to the woman?

- A. The service there is good.
- B. The food there is tasty.
- C. The price there is low.

16. According to the man, which is the best means of transport to the restaurant?

- A. The bus.
- B. The taxi.
- C. The underground.

17. What kind of passage have you just heard?

- A. A public lecture.
- B. A radio announcement.
- C. A government statement.

18. What is the main purpose of the event?

- A. To increase people's sense of environment protection.
- B. To invite people to join an environmental organization.
- C. To persuade families to have an outing in the mountains.

19. How many trees are going to be planted today?

- A. 700
- B. 2000
- C. 4000

20. What does the speaker advise volunteers to do?

- A. To learn some tree-planting skills.
- B. To come along any time they like.
- C. To bring along their gloves

Beijing 北京 2011

第一节（共 5 小题；每小题 1.5 分，共 7.5 分）
听下面 5 段对话。每段对话后有一道小题，从每题所给的 A、B、C 三个选项中选出最佳选项。听完每段对话后，你将有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话你将听一遍。

1. What color T-shirt does the man plan to order?
A. Red. B. Blue. C. Green.
2. Which section does the man like to read?
A. News. B. Sports. C. Entertainment.
3. What job will the man probably take in summer?
A. Lifeguard.
B. Tour guide.
C. Swimming coach.
4. Where does the woman want to go on holiday?
A. Turkey. B. Canada. C. Italy.
5. What are the two speakers talking about?
A. Shark. B. Camera. C. Movie.

第二节（共 10 小题，每小题 1.5 分，共 15 分）

听第 6 段材料，回答第 6 至 7 题。

6. What test are the speakers going to take on Friday?
A. Science B. History C. Music
7. Why does the woman speaker make the phone call?
A. To discuss her maths problems.
B. To seek help with her English reading.
C. To ask about the homework for tomorrow.

听第 7 段材料，回答第 8 至 9 题。

8. What does the man think is the cause of the woman's illness?
A. Last night's dinner.
B. The hot weather.
C. Bottled water.
9. What is the probable relationship between the two speakers?
A. Husband and wife.
B. Doctor and patient.
C. Guest and receptionist.

听第 8 段材料，回答第 10 至 12 题。

10. What is the man doing?

- A. Making an invitation.
- B. Offering information.
- C. Asking for permission.

11. What time is the woman going to see the dentist this Saturday?

- A. 10:30a.m B. 12:30p.m C. 4:30p.m

12. What is the woman going to do after seeing the dentist?

- A. Clean the house.
- B. Take a walk by the lake.
- C. Help Jim with his science project.

听第 9 段材料，回答第 13 至 15 题。

13. What makes shoppers tired?

- A. Queuing for electrically-driven cars.
- B. Looking for what they want to buy.
- C. Carrying shopping around.

14. What is the problem for building moving walkways in the store?

- A. The space
- B. The redesign.
- C. The technology.

15. Where will the computer system send the things shoppers buy?

- A. To the exit
- B. To the shelf
- C. To the shoppers' homes.

第三节（共 5 小题；每小题 1.5 分，共 7.5 分）

听下面一段对话，完成第 16 至第 20 五道小题，每小题仅填写一个词，听对话前你将有 20 秒钟的时间阅读试题，听完后你将有 60 秒钟的作答时间，这段对话你将听两遍。

Missing Person Report Form	
Time last seen	About <u>16</u> 0'clock in the afternoon
Place last seen	At the <u>17</u> section of the store
Name	<u>18</u>
Age	Five
Appearance	Dark <u>19</u> hair, thin and small
Clothing	Blue <u>20</u> , a pink T-shirt, a hat

Beijing 北京 2010

第一节（共 5 小题；每小题 1.5 分，共 7.5 分）
听下面 5 段对话。听完每段对话后，你将有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话你将听一遍。

- 1. What does the man want to be in the future?
A. A soldier. B. A lawyer. C. A teacher.
- 2. What does the girl want?
A. Sweets. B. Books. C. Pencils.
- 3. When did the two speakers plan to meet Jane?
A. At 2:00. B. At 2:15. C. At 2:30.
- 4. What will the woman do tonight?
A. Go to the park.
B. Play basketball.
C. Work at a bookstore.
- 5. What is the woman doing?
A. Offering help.
B. Asking for information.
C. Making an introduction.

第二节（共 10 小题；每小题 1.5 分，共 15 分）
听下面 4 段对话或独白。每段对话或独白后有几道小题，从每题所给的 A、B、C 三个选项选出最佳选项。听每段对话或独白前，你将有 5 秒钟的时间阅读每道题。听完后，每道题将给出 5 秒钟的作答时间。

- 听第 6 段材料，回答第 6 至 7 题。
- 6. Where do the two speakers work?
A. At a store. B. At a hotel. C. At a school.
 - 7. Where does the woman come from?
A. Brazil. B. Australia. C. Singapore.

- 听第 7 段材料，回答第 8 至 9 题。
- 8. What is the weather like in the north tonight?
A. Hot and sunny with some wind
B. Cool and cloudy with showers
C. Clear and warm with light winds
 - 9. What is the high temperature in the south tomorrow?
A. 15°C. B. 20°C. C. 23°C.

- 听第 8 段材料，回答第 10 至 12 题。
- 10. What motivates the man to employ local people?
A. To help the local business.
B. To increase the local employment rate.
C. To reduce the number of workers from other places.
 - 11. What will the man probably do in the future?

- A. Set up a new company.
- B. Run a training course.
- C. Lead an easier life.
- 12. What is the possible relationship between the two speakers?
A. Supplier and customer.
B. Manager and secretary.
C. Interviewer and interviewee.

- 听第 9 段材料，回答第 13 至 15 题。
- 13. What rule should you follow to enter the sports complex?
A. Wear appropriate shoes.
B. Register on the notice board.
C. Make an appointment with a coach.
 - 14. How much is the buffet?
A. £4. B. £8 C. £10.
 - 15. What is the purpose of the announcement?
A. To introduce a playing field.
B. To introduce a holiday camp.
C. To introduce a fruit market.

第三节（共 5 小题；每小题 1.5 分，共 7.5 分）
听下面一段对话，完成第 16 至第 20 五道小题，每小题仅填写一个词。听对话前，你将有 20 秒钟的时间阅读试题，听完后你将有 60 秒钟的作答时间。这段对话你将听两遍。

Customer Complaint Form (客户投诉表)	
Customer	Thompson Electronics
Problem	A <u>16</u> delivery: ● Printers ordered: 25 HW <u>17</u> ● Printers delivered: 25 HW56
Cause	A computer <u>18</u> problem
Solution (解决方案)	● Post the correct order <u>19</u> delivery ● Put a \$300 <u>20</u> on the customer's account

Beijing 北京 2007

第一节（共 5 小题；每小题 1.5 分，共 7.5 分）
听下面 5 段对话。每段对话后有一道小题，从每题

所给的 A,B,C 三个选项中选出最佳选项。听完每段对话後, 你将有 10 秒中的时间来回答有关小题和阅读下一小题, 每段对话你将听一遍。

- Where is the man from?
A. Atlanta
B. New York
C. Washington, DC
- How much is the man's telephone bill?
A. \$50 B. \$24 C. \$30
- What does the woman want to watch?
A. News
B. "Animal World"
C. Movie
- Which apartment is the woman interested in?
A. The one-bedroom apartment
B. The two-bedroom apartment
C. The three-bedroom apartment
- What is the woman doing?
A. Giving advice
B. Asking the way
C. Making a request

第二节(共 15 小题; 每小题 1.5 分,共 22.5 分)
听下面 6 段对话或独白, 每段对话或独白後有几道小题, 从每题所给的 ABC 三个选项 中选出最佳选项. 听每段对话或独白前., 你将有 5 秒钟的时间阅读每小题. 每小题. 听完後, 每小题将给出 5 秒钟的作答时间. 每段对话或独白你将听两边.

听第 6 段材料, 回答第 7 至 7 题。

- Why is the woman late?
A. She missed the bus
B. She couldn't start her car
C. She couldn't find the key
- Where are the two speakers?
A. At a garage
B. At a bus stop
C. At a restaurant

听第 7 段材料, 回答第 8 至 9 题。

- What are the two speakers going to do?
A. Go shopping
B. Visit a church
C. See an exhibition
- What do we learn about the man?
A. He is a tour guide
B. He works in a shop
C. He lives in the city

听第 8 段材料, 回答 第 10 至 11 题

- Who is going to give the speech?
A. Mark
B. Susan
C. John
- What is the speech about?
A. A project
B. A city
C. A job

听第 9 段材料, 回答第 12 至 14 题

- Where does the woman work?
A. Tokyo B. London C. Oxford
- What are the speakers going to do together tomorrow evening?
A. Visit Jane
B. Have dinner
C. See customers
- Who is probably Jane?
A. Tony's customer
B. Tony's boss
C. Tony's wife

听第 10 段材料, 回答第 15 至 17 题

- Who is the woman talking to?
A. A student
B. A teacher
C. A secretary
- What does the man say about Frank?
A. He is quiet
B. He is active
C. He is honest
- What does the woman think good student should be like?
A. They should ask questions
B. They should pay attention in class
C. They should not be afraid of making mistakes

听第 11 段材料, 回答第 18 至 29 题

- What does the man do?
A. A painter
B. An engineer
C. A weatherman
- What does the man say about his job?
A. easy B. tiring C. dangerous
- Why does the man love his job?
A. He can stay in the mountains.
B. He can enjoy the beautiful view.
C. He can experience different weather.

Anhui 安徽 2010

回答听力部分时, 请先将答案标在试卷上, 听力部分结束前, 你将有两分钟的时间将你的答案转涂到客观答题卡上.

第一节: (共 5 小题: 每小题 1.5 分, 满分 7.5 分)

听下面 5 段对话. 每段对话后有一个小题, 从题中所给的 ABC 三个选项中选出最佳选项, 并标在试

卷的相应位置。挺完美段对话后，你有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

1. What will Dorothy do on the weekend?
A. Go out with her friend.
B. Work on her paper.
C. Make some plans.
2. What was the normal price of the T-shirt?
A. \$15
B. \$30
C. \$50
3. What has the woman decided to do on Sunday afternoon?
A. To attend a wedding.
B. To visit an exhibition.
C. To meet a friend.
4. When does the bank close on Saturday?
A. At 1:00 pm
B. At 3:00 pm
C. At 4:00 pm
5. Where are the speakers?
A. In a store
B. In a classroom
C. In a hotel.

第二节 (共 15 小题;每小题 1.5 分, 满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小问题, 从题中所给的 A、B、C、三个选项选出最佳选项, 并标在试卷的相应位置, 听每段对话或独白前, 你将有时间阅读各小题, 每小题 5 秒钟; 听完后, 各小题给出 5 秒钟的作答时间。每段对话或独白读两遍。

- 听第 6 段材料, 回答第 6.7 题。
6. What do we know about Nora?
A. She prefers a room of her own.
B. She likes to work with other girls.
C. She lives near the city center.
 7. What is good about the flat?
A. It is a large sitting room.
B. It has good furniture
C. It has a big kitchen.

听第 7 段材料, 回答第 8、9 题。

8. Where has Barbara been?
A. Milan
B. Florence
C. Rome
9. What has Barbara got in her suitcase?
A. Shoes
B. Stones
C. Books

听第 8 段材料, 回答 10 至 12 题。

10. Who is making the telephone call?
A. Thomas Brothers.
B. Mike Landon
C. Jack Cooper
11. What relation is the woman to Mr. Cooper?
A. His wife.
B. His boss.

C. His secretary.

12. What is the message about?
A. A meeting
B. A visit to France
C. The date for a trip

听第 9 段材料, 回答第 13 至 16 题。

13. Who could the man speaker most probably be?
A. A person who saw the accident.
B. The driver of the lorry.
C. A police officer.
14. What was Mrs. Franks doing when the accident took place?
A. Walking along Churchill Avenue
B. Getting ready to cross the road.
C. Standing outside a bank
15. When did the accident happen?
A. At about 8:00 am
B. At about 9:00am
C. At about 10:00am
16. How did the accident happen?
A. A lorry hit a car
B. A car ran into a lorry
C. a bank clerk rushed into the street.

听第 10 段材料, 回答第 17 至 20 题

17. What is the talk mainly about?
A. The history of the school.
B. The courses for the term.
C. The plan for the day.
18. Where can the visitors learn about the subjects for new students?
A. In the school hall.
B. In the science labs.
C. In the classrooms.
19. What can students do in the practical areas?
A. Take science courses
B. Enjoy excellent meals.
C. Attend workshops.
20. When are the visitors expected to ask questions?
A. During the lunch hour.
B. After the welcome speech.
C. Before the tour of the labs.

Appendix 2: Test Error Correction

1

Last Sunday I saw the worst storm in years. It came sudden and went on for over three hours. After lunch, I went into my room to have a rest. The air was hotter, and all is quiet. Then a strong wind started to blow into my room. Pieces of paper on my desk flew high into the air and some flew out the open window. As I ran out to catch them, big drop of rain began to fall. When I came back into house, it was raining harder and harder. I tried very hard to close the window. Then I heard a loudly crashing(碰撞的) sound from the back of the house. When I ran out to find that a big tree had fallen down and broke the top of the back room.

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2

I have been planning to join in our college basketball team next year, so now I am spending as more time as I can with other people who likes to play. They are teaching me the most important rules and technologies of the game, and I am getting the better all the time. We have a neighborhood team that play against other teams in the area. One of my neighbors is helping rest of us improved our skills. Tonight we are playing against one of the best teams in the city, and I think we can beat them if we won't make any mistakes.

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3

Fang Tong is 34 years old, an actor, director and teacher of Beijing Opera Theatre. Most of his students are from other part of China and have come to Beijing at a very young age of sixteen or seventeen. He hopes create an environment for his students that it is much more relaxing than the one he used to study in. He thought that an actor should relax himself when performing. Yet his students deep respect him and he never needs to raise his voice in order to be hearing. For his opinion, actors should go on even when they feel they have made a mistake in their performances because the moment is already gone but people can never be back to it. . . So art is always changing and developing.

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4

Today is Sunday, I have been studying all day long. On the morning, I had a dry breakfast. We have no water to drink because the water supply cut off. The water had come back in the evening. I did math then. I didn't stop after 12 o'clock. After a short lunch I had the break. Then I went to my Sunday English Class. After a long and tired class for more than two hours, I got to home. Some work had been done but some hadn't. I must review all my subject such as the Sciences, the Humanities, which include Chinese, English, Politics and History as

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well. That's terribly! Especially when there was no water.

10. _____

5

I was recent told that listening to loud music is gradually making people hard of hearing. I'm sure it has already been happened to my neighbor. For years she has turned a deaf ear to my requests to turn her radio down. When she gave a party she isn't have to invite the rest of the street. Everyone can dance in her music in his own room. Now a scientist has discovered a certain electronic sounds have strange effects on rats. He declares they break down, almost paralyze(瘫) with legs trembled. Then it is simply a matter of throwing them out by their tail. I wonder if the same thing will happen to my neighbor someday.

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6

Dear Ralph,

I'm a senior student. I have be in love with a boy for three years. But he is a shy boy, so I wrote him a letter firstly to express my feeling. And he wrote back. In his letter he said, "We are students. Our task is study. Let us wait to see until we have any chance after graduation." So after graduation I telephoned to him, asking him about go out . But he said he didn't want to. He just wanted to sleep and watched TV.

What do you think I should do? Do you think I should continue to love him and give up?

Sheila

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7

Before leaving the class, the teacher, Miss White, said to her class, "Don't leave your seats. Read your books on yourselves. You would study hard and be good students. " As soon as the teacher went away, the classroom becoming noisy. One boy drew a picture of the teacher on the blackboard. Another boy began to make face just to make the other students to laugh. The boy put his finger close to his mouth and tell the class that Miss White is coming back. All the students sat down their seats and the classroom became quiet again. The door open and in came Miss White.

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8

Once there lived a boy was very fond of reading. But he was so poor to buy any books. So he had to borrow them from a rich man lived far away. The boy always tried hard to finish read the books and returned them to the owner within the giving time. So the rich man was ready lending him any of the books he wanted them. In this way he read a lot and late became a well-known writer of his time.

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However, the rich man's son who didn't like to study remained a man with a little knowledge.

10. _____

9

Our four-years-old son came into the house proudly to showed me a caterpillar (毛毛虫) that was crawling up his arm. Trying hard to hiding my nauseating feeling (掩饰我的恶心), I said, "Mark, why don't you take them back outside Its mother will be looking for it, but it will miss its mother. " I was feeling rather pleasing at the way I had handled the situation. And a few minutes later Mark returned back to the house with two caterpillars and said excitedly , "Look, I founded the mother!"

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10

Like most of my schoolmates, I have neither brothers nor sisters---in any other words, I am an only child. My parents love me dearly of course and will do all they can make sure that I get a good education. They did not want me to do any work at family; they want me to devote all my time to my studies so that I'll get good marks in all my subject. We may be one family and live under a same roof, but we do not seem to get much time to talk about together. It looks as if my parents treat me as a visitor and a guest. Do they really understand their own daughter What things are in other homes, I wonder.

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11

March 22nd , Tuesday , cloudy
I watch TV until nearly 12 o clock, so I could not go over my lessons. This morning I got up very late that I had to hurry school without breakfast yet I was late of the first class. When I entered the classroom, the maths teacher had to stop explaining an important problem, and all the eyes fixed upon me . My face turned to red. Something even worse happened to me in the English class. The teacher asked me to recite the text, but I could speak nothing but Sorry, as I did not spend any time preparing my lessons. The teacher looked at me with his coldly eyes, I stood at my bench without daring to raise my head. What a terrible day I had! I will never do anything like this.

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12

A king liked to write stories.
One day, the king showed some his stories with a famous writer. The writer said that these stories were bad. The king get angry with him and sent him to the prison. After one time the king felt pity for the writer and set him freely. When the writer was out prison, again the king showed him

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7. _____

some stories and asked how he thought them.
The writer turned into the soldiers and said,
"Take me back prison. "

8. _____
9. _____
10. _____

13

At beginning of term I
introduced my teacher for my parents.
Our teacher Mr. Wang asked my parents of my
summer holiday. To my parents' opinion
I have a good time with my classmates.
I told my teacher that I had finished
homeworks at home. Then I helped
my father in the farm. We went on
work by the lights of the tractors .
Father had only two and three young men
working for him at harvest time.

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14

Time flies as an arrow. I'm already in the second half
of senior grade 3 before I realized it. It is only a little more
than three months before I graduate middle school. At
the present, I'm busy reviewing my lessons in order to
take the college entrance examination. I hope to go to
Beijing University, that is one of the best universities not
only in China but also in the world. I'll try my best to turn
my dream to reality. Most of my classmates are also
studying very hard to realize our wishes. I do believe
everyone will be able to enter a very good university and college

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15

A man shot two students died and wounded
five other at an Australian university on Monday,
after he was overpowered by classmates of the victims
(受害者)The two dead were both male of
Asian-appearance in his early 20s. The others
have being treated for minor (未成年的) injuries.
The man, in his mid-30s and of Asian appearance,
was seized several students in
classroom at Monash University, Melbourne
and was late arrested.

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Appendix 3: Additional Clozes

Cloze 1 (2009 全国 II)

One of my father's favorite sayings as I was growing up was "Try it!" I couldn't say I didn't like 1, whatever it might be, 2 I tried it. Over the years I've come to 3 how much of my success I owe to my 4 of those words as one of my values. My 5 job was just one I decided to try for a couple of years until I 6 what I want to do as a career (职业). 7 I believed I would work for a few years, get married, stay home and raise a family, so I didn't think the job I took 8 that much. I couldn't have been more 9. I mastered the skills of that beginning level position and I was given the opportunity (机会) to 10 through the company into different 11. I accepted each new opportunity with the 12, "Well, I'll try it; if I don't like it I can always go back to my 13 position." But I was with the same company for the past 28 years, and I've 14 every career change I've made. I've discovered I 15 a large number of different talents (才能) and skills that I never would have thought were within me had it not been for my being 16 trying new opportunities. I've also discovered that if I 17 what I'm doing and work hard at achieving my 18. I will succeed. That's why I'm so 19 to be a part of CareerFables.com. I think 20 has come and I am determined to make it a success.

- | | | | |
|-------------------|----------------|----------------|----------------|
| 1. A. everything | B. something | C. everybody | D. somebody |
| 2. A. until after | B. ever since | C. so that | D. long before |
| 3. A. consider | B. argue | C. include | D. realize |
| 4. A. suggestion | B. explanation | C. acceptance | D. discussion |
| 5. A. hard | B. best | C. extra | D. first |
| 6. A. determined | B. examined | C. experienced | D. introduced |
| 7. A. Actually | B. Gradually | C. Finally | D. Usually |
| 8. A. helped | B. required | C. expressed | D. mattered |
| 9. A. careful | B. mistaken | C. interested | D. prepared |
| 10. A. look up | B. take up | C. move up | D. put up |
| 11. A. situations | B. choices | C. directions | D. positions |
| 12. A. thought | B. reply | C. action | D. advice |
| 13. A. easier | B. newer | C. earlier | D. higher |
| 14. A. permitted | B. counted | C. organized | D. enjoyed |
| 15. A. show | B. possess | C. need | D. gather |
| 16. A. lucky for | B. slow at | C. open to | D. afraid of |
| 17. A. think of | B. give away | C. believe in | D. turn into |
| 18. A. business | B. goal | C. fortune | D. growth |
| 19. A. excited | B. curious | C. surprised | D. helpful |
| 20. A. dream | B. time | C. power | D. honor |

Cloze 2 (2009 四川)

I was successful at my job. I worked very hard, but it 1 me and my family a fabulous (极好的) lifestyle. I'd worked for the same company for twenty years and had worked my way up to department director. 2, one afternoon last May, I was called to the office, and it was 3 explained to me that they were letting me go. I just sat there 4 they talked on and all I could think was, "I've 5." I'd been so well respected; 6 I was of no value.

For six weeks, I was in a very 7 place. I wandered around my house like a zombie (僵尸). I could 8 things needed doing, but would not do anything. My beliefs in looking forward and seeing the positive (积极的) in everything 9 me.

Then, in late June, my youngest son's football team made the city cup final. The year before, he'd been very sad when I 10 the same final, so he was 11 when I told him I'd go. Not only did they win, but the look on his face as he saw me 12 him on was unbelievable. From then on, I spent the summer enjoying my some and their passions (激情). I attended match after match and performances of my elder son's band - I 13 went to another city to watch him play. These moments were so 14. My life had been so much devoted to 15 for so long, and I felt 16 that my sons were happy to welcome me into their world.

17, being unemployed gave me back a sense of purpose - I was someone's mum! I felt a sense of being 18 again. Now I feel more positive about my professional 19 and I'm getting on better with my family than I ever have. Losing my job made me realize just how 20 it is to achieve real balance in life.

- | | | | |
|---------------------|----------------|-----------------|-----------------|
| 1. A. promised | B. afforded | C. showed | D. left |
| 2. A. Therefore | B. Anyhow | C. Otherwise | D. However |
| 3. A. quickly | B. gently | C. partly | D. easily |
| 4. A. until | B. after | C. as | D. so |
| 5. A. failed | B. finished | C. tried | D. changed |
| 6. A. suddenly | B. finally | C. immediately | D. shortly |
| 7. A. secret | B. quiet | C. lonely | D. dark |
| 8. A. see | B. get | C. suggest | D. understand |
| 9. A. defended | B. directed | C. deserted | D. disturbed |
| 10. A. watched | B. missed | C. lost | D. won |
| 11. A. disappointed | B. worried | C. honoured | D. delighted |
| 12. A. cheering | B. taking | C. leading | D. passing |
| 13. A. just | B. even | C. still | D. almost |
| 14. A. hopeful | B. meaningful | C. difficult | D. strange |
| 15. A. work | B. family | C. matches | D. performances |
| 16. A. successful | B. thoughtful | C. thankful | D. peaceful |
| 17. A. Naturally | B. Doubtfully | C. Disagreeably | D. Unexpectedly |
| 18. A. employed | B. comforted | C. valued | D. encouraged |
| 19. A. education | B. experience | C. relationship | D. future |
| 20. A. important | B. interesting | C. simple | D. surprising |

Cloze 3 (2008 全国 II)

From the time each of my children started school, I packed their lunches. And in each lunch, I 1 a note. Often written on a napkin (餐巾), it might be a thank-you for a 2 moment, a reminder of something we were happily expecting, or a bit of 3 for the coming test or sporting event.

In early grade school they 4 their notes. But as children grow older they becomes self-conscious (有自我意识的), and 5 he reached high school, my older son, Marc, informed me he no longer 6 my daily notes. Telling him that he no longer needed to 7 them but I still needed to write them, I 8 until the day he graduated.

Six years after high school graduation, Marc called and asked if he could move 9 for a couple of months. He had spent those years well, graduating from college, 10 two internship (实习) in Washington, D.C., and 11, becoming a technical assistant in Sacramento, 12 short vacation visits, however, he had lived away from home. With his younger sister leaving for college, I was 13 happy to have Marc back. Since I was 14 making lunch for his younger brother, I 15 one for Marc, too. Imagine my 16 when I got a call from my 24-year-old son, 17 his lunch.

"Did I do something 18? Don't you love me 19, Mom?" were just a few of the questions he threw at me as I 20 asked him what was wrong.

“My note, Mom,” he answered. “Where’s my note?”

- | | | | |
|----------------------|-------------------|-----------------|-------------------|
| 1. A. carried | B. found | C. included | D. held |
| 2. A. difficult | B. special | C. comfortable | D. separate |
| 3. A. congratulation | B. improvement | C. explanation | D. encouragement |
| 4. A. loved | B. answered | C. wrote | D. examined |
| 5. A. lately | B. by the way | C. by the time | D. gradually |
| 6. A. received | B. understood | C. enjoyed | D. collected |
| 7. A. copy | B. read | C. take | D. send |
| 8. A. held up | B. gave up | C. followed | D. continued |
| 9. A. out | B. home | C. to college | D. to Sacramento |
| 10. A. organizing | B. planning | C. comparing | D. completing |
| 11. A. hopefully | B. finally | C. particularly | D. certainly |
| 12. A. Because of | B. Instead of | C. Except for | D. As for |
| 13. A. especially | B. immediately | C. equally | D. generally |
| 14. A. once | B. again | C. still | D. even |
| 15. A. packed | B. fetched | C. bought | D. filled |
| 16. A. fear | B. surprise | C. anger | D. disappointment |
| 17. A. waiting for | B. worrying about | C. caring for | D. asking about |
| 18. A. wrong | B. funny | C. strange | D. smart |
| 19. A. any more | B. enough | C. once more | D. better |
| 20. A. interestingly | B. bitterly | C. politely | D. laughingly |

Cloze 4 (2010 陕西)

I used to live selfishly, I should admit. But one moment changed me.

I was on my lunch break and had 1 the office to get something to eat. On the way, I 2 a busker (街头艺人) with a hat in front of him. I had some 3 in my pocket, but I would not give them to him, thinking to myself he would 4 use the money to feed his addiction to drugs or alcohol. He 5 like that type - young and ragged. 6 what was I going to spend the money on? Only to feed my addiction to Coca-Cola or chocolate! I then 7 I had no right to place myself above 8 just because he was busking.

I 9 and dropped all the coins into his 10, and he smiled at me. I watched for a while. As 11 as it sounds, I expected something more to come from that moment - a feeling of 12 or satisfaction, for example.

But nothing happened. 13, I walked off. “It proved to be a waste of 14,” I thought.

On my way home at the end of the 15, I saw the busker again and he was 16. I watched him pick up the hat and walk 17 a cafe counter. There he poured the 18 contents into a tin collecting 19 an earthquake fund-raising event. He was busking for charity!

Now I donate any 20 I have to charity tins and enjoy the feeling of giving.

- | | | | |
|------------------|-------------|--------------|-------------|
| 1. A. left | B. cleaned | C. prepared | D. searched |
| 2. A. led | B. chose | C. saw | D. fooled |
| 3. A. chocolates | B. coins | C. tins | D. drugs |
| 4. A. almost | B. only | C. rather | D. still |
| 5. A. acted | B. looked | C. sounded | D. smelt |
| 6. A. Though | B. For | C. Therefore | D. But |
| 7. A. declared | B. realized | C. expected | D. guessed |
| 8. A. it | B. all | C. him | D. them |
| 9. A. waited | B. followed | C. stopped | D. arrived |
| 10. A. rag | B. hat | C. pocket | D. counter |
| 11. A. selfish | B. awkward | C. innocent | D. special |
| 12. A. happiness | B. sadness | C. love | D. hate |

- | | | | |
|-----------------------|------------------|-------------------|----------------|
| 13. A. Disappointedly | B. Unfortunately | C. Coincidentally | D. Comfortably |
| 14. A. words | B. effort | C. space | D. money |
| 15. A. moment | B. day | C. break | D. event |
| 16. A. walking around | B. passing by | C. packing up | D. running off |
| 17. A. around | B. in | C. behind | D. to |
| 18. A. chief | B. basic | C. actual | D. total |
| 19. A. by | B. for | C. on | D. with |
| 20. A. work | B. time | C. energy | D. change |

Cloze 5 (2011 北京)

I used to hate being called upon in class mainly because I didn't like attention drawn to myself. And 1 otherwise assigned (指定) a seat by the teacher. I always 2 to sit at the back of the classroom.

All this 3 after I joined a sports team. It began when a teacher suggested I try out for the basketball team. At first I thought it was a crazy 4 because I didn't have a good sense of balance, nor did I have the 5 to keep pace with the others on the team and they would tease me. But for the teacher who kept insisting on my '6 for it', I wouldn't have decided to give it a try.

Getting up the courage to go the tryouts was only the 7 of it! When I first started 8 the practice sessions, I didn't even know the rules of the game, much 9 what I was doing. Sometimes I'd get 10 and take a shot at a wrong direction - which made me feel really stupid. 11, I wasn't the only one "new" at the game, so I decided to 12 on learning the game, do my best at each practice session, and not to be too hard on myself for the things I didn't 13 "just yet".

I practiced and practiced. Soon I knew the 14 and the "moves". Being part of a team was fun and motivating. Very soon the competitive 15 in me was winning over my lack of confidence. With time, I learned how to play and make friends in the 16 - friends who respected my efforts to work hard and be a team player. I never had so much fun.

With my 17 self-confidence comes more praise from teachers and classmates. I have gone from "18" in the back of the classroom and not wanting to call attention to myself, 19 raising my hand - even when I sometimes wasn't 100 percent 20 I had the right answer. Now I have more self-confidence in myself.

- | | | | |
|----------------------|----------------|----------------|---------------|
| 1. A. as | B. until | C. unless | D. though |
| 2. A. hoped | B. agreed | C. meant | D. chose |
| 3. A. continued | B. changed | C. settled | D. started |
| 4. A. idea | B. plan | C. belief | D. saying |
| 5. A. right | B. chance | C. ability | D. patience |
| 6. A. going | B. looking | C. cheering | D. applying |
| 7. A. point | B. half | C. rest | D. basis |
| 8. A. enjoying | B. preparing | C. attending | D. watching |
| 9. A. less | B. later | C. worse | D. further |
| 10. A. committed | B. motivated | C. embarrassed | D. confused |
| 11. A. Interestingly | B. Fortunately | C. Obviously | D. Hopefully |
| 12. focus | B. act | C. rely | D. try |
| 13. A. want | B. do | C. support | D. know |
| 14. A. steps | B. orders | C. rules | D. games |
| 15. A. role | B. part | C. mind | D. value |
| 16. A. process | B. operation | C. movement | D. situation |
| 17. A. expressed | B. improved | C. preserved | D. recognized |
| 18. A. dreaming | B. playing | C. relaxing | D. hiding |
| 19. A. by | B. for | C. with | D. to |
| 20. A. lucky | B. happy | C. sure | D. satisfied |

Cloze 6 (2011 天津)

A Love Note To My Mom

When I was a little girl, I would often accompany you as you modeled for fashion photographers. It was years later that I finally understood what role modeling 1 in your life. Little did I know you were 2 every penny you earned to go to 3 school.

I cannot thank you enough for 4 you told me one autumn afternoon when I was nine. After finishing my homework, I wandered into the dining where you were buried 5 piles of law books. I was 6. Why were you doing what I do - memorizing textbooks and studying for 7? When you said you were in law school, I was more puzzled. I didn't know Moms 8 be lawyers too. You smiled and said, "In life, you can do anything you want to do."

As young as I was, that statement kept 9 in my ears. I watched as you faced the 10 of completing your studies, starting companies with Dad, while still being a 11 and a Mom of five kids. I was exhausted just watching you 12. With your words of wisdom in my 13 mind, I suddenly felt unlimited freedom to dream. My whole world 14. I set out to live my life filled with 15, seeing endless possibilities for personal and professional achievements.

Your words became my motto. I 16 found myself in the unique position of being either the first (woman doctor in Maryland Rotary) 17 one of the few women (chief medical reporters) in my field. I gained strength every time I said, "Yes, I'll try that."

Encouraged by your 18, I have forged ahead (毅然前行) with my life's journey, less afraid to make mistakes, and 19 meeting each challenge. You did it, and now I'm 20 it. Sorry, got to run. So much to do, so many dreams to live.

- | | | | |
|--------------------|----------------|---------------|-----------------|
| 1. A. found | B. play | C. kept | D. provided |
| 2. A. saving | B. making | C. donating | D. receiving |
| 3. A. business | B. fashion | C. law | D. medical |
| 4. A. what | B. that | C. which | D. where |
| 5. A. at | B. to | C. upon | D. under |
| 6. A. amused | B. worried | C. puzzled | D. disappointed |
| 7. A. role | B. tests | C. positions | D. shows |
| 8. A. must | B. ought to | C. need | D. could |
| 9. A. ringing | B. blowing | C. falling | D. beating |
| 10. A. choices | B. chances | C. challenges | D. changes |
| 11. A. professor | B. doctor | C. reporter | D. model |
| 12. A. in danger | B. in action | C. in trouble | D. in charge |
| 13. A. weak | B. powerful | C. youthful | D. empty |
| 14. A. came back | B. closed down | C. went by | D. opened up |
| 15. A. hope | B. hardship | C. harmony | D. sadness |
| 16. A. constantly | B. shortly | C. hardly | D. nearly |
| 17. A. and | B. but | C. or | D. for |
| 18. A. description | B. statement | C. praise | D. introduction |
| 19. A. secretly | B. curiously | C. carelessly | D. eagerly |
| 20. A. doing | B. considering | C. correcting | D. reading |

Appendix 4: Additional Test Readings

Test Reading 1 (2010 全国 I)

Science can't explain the power of pets, but many studies have shown that the company of pets can help lower blood pressure (血压) and raise chances of recovering from a heart attack, reduce loneliness and spread all-round good cheer.

Any owner will tell you how much joy a pet brings. For some, an animal provides more comfort than a husband/wife. A 2002 study by Karen Allen of the State University of New York measured stress (紧张) levels and blood pressure in people - half of them pet owners - while they performed 5 minutes of mental arithmetic (算术) or held a hand in ice water. Subjects completed the tasks alone, with a husband/wife, a close friend or with a pet. People with pets did it best. Those tested with their animal friends had smaller change in blood pressure and returned most quick to base line heart rates. With pets in the room, people also made fewer math mistakes than when doing in front of other companions. It seems people feel more relaxed (放松) around pets, says Allen, who thinks it may be because pets don't judge.

A study reported last fall suggests that having a pet dog not only raises your spirits but may also have an effect on your eating habits. Researchers at Northwestern Memorial Hospital spent a year studying 36 fat people and their equally fat dogs on diet-and-exercise programs; a separate group of 56 people without pets were put on a diet program. On average, people lost about 11 pounds, or 5% of their body weight. Dog owners didn't lose any more weight than those without dogs but, say researchers, got more exercise overall - mostly with their dogs - and found it worth doing.

1. What does the text mainly discuss?

- | | |
|---------------------------------------|-------------------------------------|
| A. What pets bring to their owners. | B. How pets help people calm down. |
| C. People's opinions of keeping pets. | D. Pet's value in medical research. |

2. We learn from the text that a person with heart disease has a better chance of getting well if ____.

- | | |
|------------------------------------|--------------------------------------|
| A. he has a pet companion | B. he has less stress of work |
| C. he often does mental arithmetic | D. he is taken care of by his family |

3. According to Allen, why did the people do better with pets around when facing stressful tasks?

- | | |
|------------------------------------|--------------------------------|
| A. They have lower blood pressure. | B. They become more patient. |
| C. They are less nervous. | D. They are in higher spirits. |

4. The research mentioned in the last paragraph reports that ____.

- | |
|--|
| A. people with dogs did more exercise |
| B. dogs lost the same weight as people did |
| C. dogs liked exercise much more than people |
| D. people without dogs found the program unhelpful |

Test Reading 2 (2010 四川)

Boiler rooms are often dirty and steamy, but this one is clean and cool. Fox Point is a very new 47-unit living building in South Bronx, one of the city's poorest areas. Two-thirds of the people living there are formerly (以前) homeless people, whose rent is paid by the government. The rest are low-income families. The boiler room has special equipment, which produces energy for electricity and heat. It reuses heat that would otherwise be lost to the air, reducing carbon emissions (碳排放) while also cutting costs.

Fox Point is operated by Palladia, a group that specializes in providing housing and services to needy people. Palladia received support from Enterprise Community Partners (ECP), which helps build affordable housing by providing support to housing developers.

ECP has created national standards for healthy, environmentally (环境方面) clever and affordable homes which are called, the Green Communities Standards. These standards include water keeping, energy saving and the use of environmentally friendly building materials. Meeting the standards increases housing construction costs by 2%, which is rapidly paid back by lower running costs. Even the positioning of a window to get most daylight can help save energy.

Michael Bloomberg, New York's mayor, plans to create 165,000 affordable housing units for 500,000 New Yorkers. Almost 80% of New York City's greenhouse-gas emissions come from buildings, and 40% of those are caused, by housing. . So he recently announced that the city's Department of Housing and Preservation and Development (DHPD), whose duty is to develop and keep the city's supply of affordable housing, will require all its new projects to follow ECP's green standards.

Similar measures have been taken by other cities such as Cleveland and Denver, but New York's DHPD is the largest city developer of affordable housing in the country.

1. What is the purpose of describing the boiler room in the first paragraph?
 - A. To explain the measures the city takes to care for poor people.
 - B. To suggest that affordable housing is possible in all areas.
 - C. To show how the environment-friendly building works.
 - D. To compare old and new boiler rooms.
2. What is an advantage of the buildings meeting the Green Communities Standards?
 - A. Lower running costs.
 - B. Costing less in construction.
 - C. Less air to be lost in hot days.
 - D. Better prices for homeless people.
3. It can be learned from the text that,
 - A. New York City is seriously polluted
 - B. people's daily life causes many carbon emissions in New York City
 - C. a great number of people in New York City don't have houses to live in
 - D. some other cities have developed more affordable housing than New York City
4. What is the main purpose of this text?
 - A. To call on people to pay more attention to housing problems.
 - B. To prove that some standards are needed for affordable housing.
 - C. To ask society to help homeless people and low-income families.
 - D. To introduce healthy, environmentally clever-and affordable housing.

Test Reading 3 (2007 全国 III)

Today about 70 countries use Daylight Saving Time (DST). Daylight Saving was first introduced during World War I in Australia. During the world wars, DST was used for the late summers beginning January 1917 and 1942, and the full summers beginning September 1942 and 1943.

In 1967, Tasmania experienced a drought (干旱). The State Government introduced one hour of daylight saving that summer as a way of saving power and water. Tasmanians liked the idea of daylight saving and the Tasmanian Government has declared daylight saving each summer since 1968. Persuaded by the Tasmanian Government, all states except two passed a law in 1971, for a test use of daylight saving. In 1972, New South Wales, South Australia and Victoria joined Tasmania for regular daylight saving, but Queensland did not do so until 1989.

Tasmania, Queensland and South Australia have had irregular plans, often changing their dates due to politics or festivals (节日). For example, in 1992, Tasmania extended (延长) daylight saving by an extra month while South Australia began extending daylight saving by two weeks for the Adelaide Festival. Special daylight saving plans were made during the Sydney 2000 Olympic Games.

The differences in daylight saving in Australia continue to cause serious problems in transport and many other social activities. It also reduces the number of hours in the working day

that are common to all centers in the country. In particular, time differences along the east coast cause major difficulties, especially for the broadcasters of national radio and television

- Daylight Saving Time was introduced in Tasmania _____.
 A. to stop the drought in 1967 B. to support government officials
 C. to pass a special law in the state D. to save water and electricity
- According to the text, which state was the last to use DST?
 A. Victoria. B. Queensland. C. South Australia. D. New South Wales.
- What can we learn about DST in some Australian states?
 A. It doesn't have fixed dates. B. It is not used in festivals.
 C. Its plan was changed in 2000. D. It lasts for two weeks.
- What do we know about the use of DST from the last paragraph?
 A. There exist some undesirable effects. B. It helps little to save energy.
 C. It brings about longer working days. D. Radio and TV programs become different

Test Reading 4 (2009 四川成都二次诊断)

A train speeds up through the countryside at 60 mph as a “traveller” relaxes with his newspaper. But this is no businessman taking it easy—the driver of the passenger express (快车) is doing the reading.

A Sunday Express reader caught this Virgin employee on film as the train sped through Derbyshire on its way to Plymouth from Newcastle.

Virgin, which has come under repeated criticism over their rail service, yesterday fired the driver after being shown the photograph. A spokesman said an inquiry (调查) was under way to make sure exactly what he was doing and why he appeared to have taken his eyes off the track ahead.

The picture comes in the week that the public inquiry into the Southall rail disaster, which claimed seven lives, heard that the driver at the centre of that case had earlier been spotted with his feet on the control button of his cab.

Larry Harrison, who worked for Great Western Trains, drove through two warning signals before crashing at 60 mph into a waiting train.

The reader who took this picture was standing on a bridge outside Chesterfield early one summer's evening. He said, “I only realized what I'd got when I had the pictures developed. I couldn't believe it.”

“As far as I could see, there was no one else in the cab with the driver, unless they were hiding. The person with the paper open was certainly sitting in the driver's normal seat.”

The photographer works on the railways and does not want to be named, but he added, “I've seen many drivers with their feet on the control panel but I've never seen them reading papers like this. There is an automatic warning system and driver's safety device which reminds him when he passes yellow and red signals. But you should never take your eyes off the track and rely only on sounds because you could have unexpected objects on the line or suddenly have speed limits given.”

- Who is the “traveller” mentioned in the first paragraph?
 A. A train driver. B. A businessman. C. A passenger. D. A newspaper reader.
- The train _____ when the picture was taken.
 A. was driving to Plymouth B. was ready for a picture
 C. had seven people on it D. crashed into another train
- Who took the picture of the driver of the passenger express?
 A. A professional photographer. B. A newspaper reporter.
 C. Another train driver. D. A member of the railway staff.
- According to what we have read, we may find this passage most probably _____.

- A. at a train station
C. from a driver's safety guide
- B. from a news report
D. from the police inquiry

Test Reading 5 (2010 北京海淀二模)

Summer Holiday Fun 2010!

The summer holidays are upon us again! Here is our guide to summer holiday fun in Peterborough!

Peterborough Museum

The Age of the Dinosaurs' is the museum's main attraction this summer. Get up close to prehistoric creatures via some great hands—on exhibits! Watch out for monsters lurking around every ember! The museum is open from 10:00am to 5:00pm Monday to Saturday, and from 12:00pm to 4:00 pm on Sundays in August.

Call 01733 864663 for details

Saxon Youth Club

School holiday fun: Young people aged 13—19 will be able to produce their own music, compete in spots activities, or try their hand at cooking at Saxon Youth Club, Saxon Community Centre, Norman Road, Peterborough every Monday and Wednesday from 3:00pm. PLUS an aero ball tournament will take place on Thursday 12th August between 3: 30pm and 6: 30pm.

Call 01 353 720274 for details

Houghton Mill

Alice through the Looking Glass—a new production of the family favorite on Monday 30th August. Bring rugs or chairs to sit on and a picnic if you wish to eat during the play. Gates open 5:30pm, performance 6: 30pm—8:30pm. Tea room will be open until end of the interval. Adult £ 10. Child £ 7. Family £ 20.

Booking advisable on 0845 4505157.

Farmland Museum and Denny Abbey

Farmland Gaines: From Wellie Wanging to Pretend Ploughing matches, come and join the Farmland Team. Collect your sporting stickers and create a colorful rosette that is fit for a winner! No need to book, just turn up between 12:00pm and 4:00pm on Thursday, 19th August, suitable for children aged four and above, each child should be accompanied by an adult and all activities are included in the normal admission price. Tickets Cost £ 7 per child.

For further information, call 01223 810080

- If you are interested in cooking, you can go to _____.
A. Peterborough Museum B. Houghton Mill
C. Saxon Youth Club D. Farmland Museum
- You want to watch the new play with your parents, so it will cost you _____.
A. £ 7 B. £ 17 C. £ 27 D. £ 20
- Which of the following activities needs parents' company?
A. Playing farmland games B. Watching a new play
C. Competing in spots activities. D. Visiting the dinosaur exhibition
- If Tom comes to Peterborough for amusement on August 19, he will have ____ activities to choose from for himself.
A. one activity B. two activities C. three activities D. four activities

Test Reading 6 (2011 河北唐山二模)

My Love,

It is with the fondest regards that I am writing this letter. When I think of you, my heart skips a beat and my knees grow weak. I need you. I want you. I long for you.

We've shared moments of real joy when I've given myself to you. In the kitchen. On the couch. In my bedroom.

But my family and friends are starting to get worried. You've changed me. I do not like the person I see in the mirror. I've stopped going to the beach because I want you with me at all times and you can't stand the heat. I no longer enjoy shopping with my girlfriends because I can see you on every inch of my body and so can they. I cannot hide my love affair with you any more because it is written all over my face. And my arms. And my legs. And my abdomen (腹部).

Being with you has been great. The satisfaction I get from one night with you is unlike any other. Although, the regret and disappointment I now experience in the morning is increasing.

I am writing this letter to you because I know that I am not strong enough to see you again. You are harmful and bad for me. I need a clean break. I cannot see you any more no matter how hard you try to win me back. I know you are everywhere but I will be strong. Your inviting smell can no longer attract me. Your ability to know exactly what I want when I want it can no longer win me over. This is not going to be easy and I know I am going to miss you more than anything I've ever given up before. But I will be better for it in the end.

So, I am writing to you with passion (激情), begging you to stay out of my life. We've had fun together but it's time I got over you. Goodbye, my love. Goodbye, chocolate.

1. Why has the author stopped going to the beach?

- A. Because she can't stand the heat on the beach.
- B. Because her family and friends may get worried.
- C. Because she no longer enjoys going out with her friends.
- D. Because it's not a suitable place for carrying chocolate.

2. What does the underlined sentence "I need a clean break" probably mean?

- A. It's time for me to break the mirror.
- B. It's time for me to stop eating chocolate.
- C. I need to eat chocolate in a clean place.
- D. I need to go out to enjoy a good holiday.

3. From the letter we can infer that _____.

- A. the author has been getting fatter and weaker
- B. the author has broken up with her girlfriends
- C. the author sometimes suffers from heart troubles
- D. the author will soon go abroad on vacation

4. By writing the letter the author intends _____.

- A. to say goodbye to her lover
- B. to tell us a moving love story
- C. to show her love of chocolate
- D. to give up eating her favorite food

Test Reading 7 (2011 江苏)

We know the famous ones—the Thomas Edisons and the Alexander Graham Bells—but what about the less famous inventors? What about the people who invented the traffic light and the windshield wiper (雨刮器)? Shouldn't we know who they are?

Joan Mclean thinks so. In fact, Mclean, a professor of physics at Mountain University in Range, feels so strongly about this matter that she's developed a course on the topic. In addition to learning "who" invented "what", however, Mclean also likes her students to learn the answers to the "why" and "how" questions. According to Mclean, "When students learn the answers to these questions, they are better prepared to recognize opportunities for inventing and more motivated to give inventing a try."

So, just what is the story behind the windshield wiper? Well, Mary Anderson came up with the idea in 1902 after a visit to New York City. The day was cold and stormy, but Anderson still wanted to see the sights, so she jumped aboard a streetcar. Noticing that the driver was struggling to see through the snow covering the windshield, she found herself wondering why there couldn't be a built-in device for cleaning the window. Still wondering about this when she returned home to Birmingham, Alabama, Anderson started drafting out solutions. One of her ideas, a lever (操作杆) on the inside of a vehicle that would control an arm on the outside, became the first windshield wiper.

Today we benefit from countless inventions and innovations. It's hard to imagine driving without Garrett A. Morgan's traffic light. It's equally impossible to picture a world without Katherine J. Blodgett's innovation that makes glass invisible. Can you picture life without clear windows and eyeglasses?

1. By mentioning "traffic light" and "windshield wiper", the author indicates that countless inventions are ____.

- A. beneficial, because their inventors are famous
- B. beneficial, though their inventors are less famous
- C. not useful, because their inventors are less famous
- D. not useful, though their inventors are famous

2. Professor Joan McLean's course aims to ____.

- A. add colour and variety to students' campus life
- B. inform students of the windshield wiper's invention
- C. carry out the requirements by Mountain University
- D. prepare students to try their own invention

3. Tommy Lee's invention of the unbreakable umbrella was ____.

- A. not eventually accepted by the umbrella producer
- B. inspired by the story behind the windshield wiper
- C. due to his dream of being caught in a rainstorm
- D. not related to Professor Joan McLean's lectures

4. Which of the following can best serve as the title of this passage?

- A. How to Help Students to Sell Their Inventions to Producers?
- B. How to Design a Built-in Device for Cleaning the Window?
- C. Shouldn't We Know Who Invented the Windshield Wiper?
- D. Shouldn't We Develop Invention Courses in Universities?

Test Reading 8 (2011 全国 I)

Wanted, Someone for a Kiss

We're looking for producers to join us in the second of London 100FM. You'll work on the station's music programmes. Music production experience in radio is necessary, along with rich knowledge of modern dance music. Please apply (申请) in writing to Producer Vacancies, Kiss100.

Father Christmas

We're looking for a very special person preferably over 40, to fill our Father Christmas suit.

Working days: Every Saturday from November 24 to December 15 and every day from December 17 to December 24 except Sunday, 10:30—16:00

Excellent pay.

Please contact (联系) the Enterprise Shopping Center, Station Parade, Eastbourne.

Accountants Assistant

When you join the team in our Revenue Administration Unit, you will be providing assistance within all parts of the Revenue Division, dealing with post and other general duties. If you are

educated to GCSE grade C level we would like to talk to you. This position is equally suitable for a school leaver or for somebody who has office experience.

Wealden District Council

Software Trainer

If you are aged 24-45 and have experience in teaching and training, you could be the person we are looking for. You should be good at the computer and have some experience in programme writing. You will be allowed to make our decision, and to design courses as well as present them. Pay upwards of £ 15,000 for the right person. Please apply by sending your CV (简历) to Mrs R. Oglivie, Palmace Limited.

1. Who should you get in touch with if you hope to work in a radio station?
 A. Producer Vacancies, Kiss 100. B. Mrs R. Oglivie, Palmace Limited.
 C. The Enterprise Shopping Centre D. Wealden District Council.
2. We learn from the ads that the Enterprise Shopping Centre needs a person who _____.
 A. is aged between 24 and 40 B. may do some training work
 C. should deal with general duties D. can work for about a month
3. Which position is open to recent school graduates?
 A. Producer, London Kiss. B. Father Christmas. C. Accountants Assistant D. Software Trainer
4. What kind of person would probably apply to Palmace Limited?
 A. One with GCSE grade C level. B. One with some office experience
 C. One having good computer knowledge D. One trained in producing music programmes

Test Reading 9 (2011 浙江)

One evening in February 2007, a student named Paula Ceely brought her car to a stop on a remote road in Wales. She got out to open a metal gate that blocked her path. That's when she heard the whistle sounded by the driver of a train. Her Renault Clio was parked across a railway line. Seconds later, she watched the train drag her car almost a kilometre down the railway tracks.

Ceely's near miss made the news because she blamed it on her GPS (导航仪). She had never driven the route before. It was dark and raining heavily. Ceely was relying on her GPS, but it made no mention of the crossing. "I put my complete trust in the device and it led me right into the path of a speeding train," she told the BBC.

Who is to blame here? Rick Stevenson, who tells Ceely's story in his book *When Machines Fail Us*, points the finger at the limitations of technology. We put our faith in digital devices, he says, but our digital helpers are too often not up to the job. They are filled with small problems. And it's not just GPS devices: Stevenson takes us on a tour of digital disasters involving everything from mobile phones to wireless keyboards.

The problem with his argument in the book is that it's not clear why he only focuses on digital technology, while there may be a number of other possible causes. A map-maker might have left the crossing off a paper map. Maybe we should blame Ceely for not paying attention. Perhaps the railway authorities are at fault for poor signalling system. Or maybe someone has studied the relative dangers and worked out that there really is something specific wrong with the GPS equipment. But Stevenson doesn't say.

It's a problem that runs through the book. In a section on cars, Stevenson gives an account of the advanced techniques that criminals use to defeat computer-based locking systems for cars. He offers two independent sets of figures on car theft; both show a small rise in some parts of the country. He says that once again not all new locks have proved reliable. Perhaps, but maybe it's also due to the shortage of policemen on the streets. Or changing social circumstances. Or some combination of these factors.

The game between humans and their smart devices is amusing and complex. It is shaped by economics and psychology and the cultures we live in. Somewhere in the mix of those forces there may be a way for a wiser use of technology.

If there is such a way, it should involve more than just an awareness of the shortcomings of our machines. After all, we have lived with them for thousands of years. They have probably been fooling us for just as long.

1. What did Paula Ceely think was the cause of her accident?
 - A. She was not familiar with the road.
 - B. It was dark and raining heavily then.
 - C. The railway workers failed to give the signal.
 - D. Her GPS device didn't tell her about the crossing.
 2. The phrase "near miss" (Paragraph 2) can best be replaced by _____.
 - A. close hit
 - B. heavy loss
 - C. narrow escape
 - D. big mistake
 3. Which of the following would Rick Stevenson most probably agree with?
 - A. Modern technology is what we can't live without.
 - B. Digital technology often falls short of our expectation.
 - C. Digital devices are more reliable than they used to be.
 - D. GPS error is not the only cause for Ceely's accident.
 4. In the writer's opinion, Stevenson's argument is _____.
 - A. one-sided
 - B. reasonable
 - C. puzzling
 - D. well-based
 5. What is the real concern of the writer of this article?
 - A. The major causes of traffic accidents and car thefts.
 - B. The relationship between human and technology.
 - C. The shortcomings of digital devices we use.
 - D. The human unawareness of technical problems.
-

Appendix 5: Additional Test Writings

Test Writing 1 (2011 全国 I)

假定你是李华，正在一所英国学校学习暑期课程，遇到一些困难，希望得到学校辅导中心（Learning Centre）的帮助。根据学校规定，你需书面预约，请按下列要点写一封信：

1. 本人简介；
2. 求助内容；
3. 约定时间；
4. 你的联系方式（Email:lihua@1236.com;Phone:12345678）。

注意：1. 词数 100 左右；
2. 可以适当增加细节，以使行文连贯；
3. 结束语以为你写好。

Test Writing 2 (2011 四川)

最近，某中学生英文报开设了“After-class Activities”的栏目。请你根据以下提示，为该栏目写一篇英文稿件，并鼓励同学们积极参加课外活动。

1. 你校开展课外活动的情况；
2. 你参加过的课外活动及给你带来的益处；
3. 为同学选择课外活动提出建议；
4. 为学校开展课外活动提出建议。

注意：
1. 词数 100 左右；
2. 文中不得提及人名、校名及地名；
3. 稿件的开头已为你写好（不计入总词数）。

Test Writing 3 (2011 山东)

假设你是李华，你的美国朋友 Tom 上个月来到美国学习。七月份你将去北京参加暑期中学生英语演讲比赛（speech contest），你在资料搜集、语言运用等方面遇到了困难。请根据以下要点给 Tom 写一封电子邮件：

1. 询问 Tom 的生活和学习情况；
2. 谈谈你的困难并请 Tom 帮忙；
3. 告诉 Tom 你打算赛后去看他。

注意：1. 词数 120-150；
2. 可适当增加细节，以使行文连贯。

Test Writing 4 (2011 天津)

假设你是晨光中学学生会主席李华。你校将于 6 月 26 日接待来自美国某中学的学生访问团。你受学校委托，负责安排其在天津的一日活动。请根据以下提示，用英语给该团的领队 Smith 先生写一封电子邮件，介绍活动计划并简要说明理由，最后征求对方意见。

- ☐ 上午与我校学生座谈会（话题如校园生活、文化差异等）；
- ☐ 中午与我校学生共同进餐（午餐包括饺子、面条等）；
- ☐ 下午与我校学生游览海河。

注意:

1. 词数不少于 100;
2. 可适当加入细节, 以使内容充实、行文连贯;
3. 信的开头和结尾已给出, 不计入总词数。

参考词汇: 海河 the Haihe River

Test Writing 5 (2011 浙江)

假设你是高中生李越, 有感于校园中存在的随意涂写 (to scribble) 的行为和乱丢垃圾 (to litter) 的行为, 请用英语给校长写一封 100-120 个词的信。信中应包括以下内容:

1. 说明写信的目的;
2. 对这些行为进行批评;
3. 提出建议。

注意: 信的开头、落款及信的第一句已给出 (不计词数)。

Test Writing 6 (2011 陕西)

假定你是中学生李华。在一位名叫 TigerMom 的学生家长的博客上, 你看到如下内容。请你根据博客内容、写作要点和要求, 给这位家长回复。

I'm the mother of a fourteen-year-old. I have a rule for my daughter: be among the top 5 students or get punished in one way or another. She has been doing very well in school, but some friends of mine keep telling me that I put too much pressure on her. Am I wrong?

写作要点:

1. 表明自己的看法
2. 陈述自己的理由 (可举例说明);
3. 提出至少两条建议。

要求:

1. 短文需写在答题卡的指定区域。
2. 短文词数不少于 100 (不含已写好的部分)。
3. 内容充实, 结构完整, 语义连贯。
4. 书写须清晰工整

Hi, TigerMom,

What puzzles you is actually a puzzle for many parents in China. My idea is _____

Test Writing 7 (2011 北京)

假设你是红星中学高二(1)班的学生李华, 利用上周末的时间帮助祖父母安排了去北戴河的旅行。请根据以下四幅图的先后顺序, 写一篇英文周记, 叙述你从准备到送行的全过程。

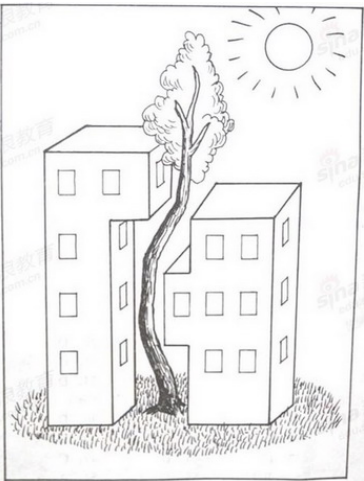
注意: 1. 周记的开头已为你写好。

2. 词数不少于 60。



Last weekend, I helped my grandparents prepare their trip to Beidaihe. _____

请根据下面提示，写一篇短文。词数不少于 50。
In your spoken English class, your teacher shows you the following picture. You are asked to describe the picture and explain how you understand it.



Test Writing 8 (2010 江苏)

假设你应邀参加学校组织的“英语学习师生座谈会”，请你根据下表所提示的信息，用英语写一篇发言稿，简单介绍自己英语学习的情况，并对学校今后的英语教学提出建议。

自己英语学习的情况	1、英语学习的目的；
	2、英语学习的方法；
	3、课外自学的途径；

对学校英语教学的建议	（请考生根据自己的经历和感想，提出两至三点建议。）

- 注意： 1、对所给要点逐一陈述，适当发挥，不要简单翻译。
2、词数 150 左右。开头和结尾已经写好，不计入总词数。
3、文中不得提及考生所在学校和本人姓名。

Dear teachers and schoolmates, it's a great pleasure for me to be here today and share my experience of learning English with you. _____

Test Writing 9 (2007 四川)

假设你是李华，你的英国笔友最近来信，询问你高考后的暑期安排。请你根据以下要点，用英语回一封信，说明你的，并简述理由。

1. 休息 2. 读书 3. 陪伴父母 4. 参加社会活动

注意：1. 词数 100 左右，信的开头和结尾已写好（不计入总词数）

2. 可根据内容要点适当增加细节，以使行文连贯。

3. 参考词汇：高考---college entrance examination

社会活动--- social activities

Dear Henry,

I'm glad to receive your letter. _____

Best wishes!

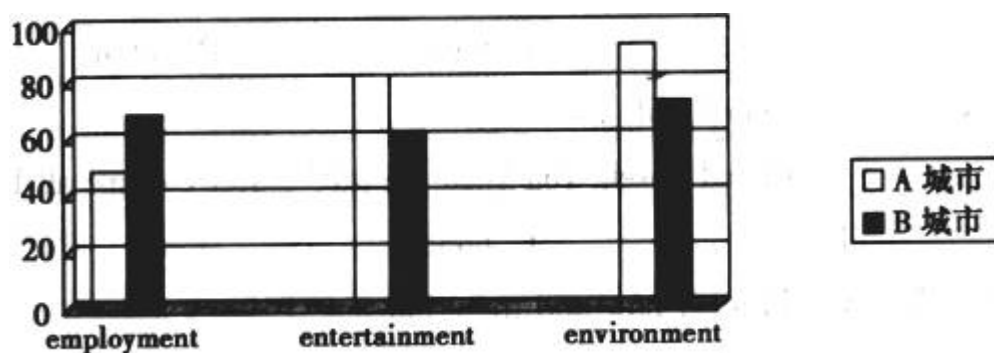
Li Hua

Test Reading 10 (2011 石家庄二模)

假设你叫李华，你的美国笔友 Johnson 想和家人来中国定居，请你帮他在 A、B 两个城市中做出选择。下面的图表是对这两座城市在就业、娱乐和环境等方面所作的对比。请你根据该表提供的信息用英语给他写封电子邮件，提出你的建议并说明理由。

注意：1. 图表左边的数字说明人们对这两个城市的喜爱程度。

2. 词数 120 左右。短文开头和结尾已为你写好，不计入总词数。



Dear Johnson,

I'm so glad to learn that you and your family are coming to settle down in China. _____

Yours,

Li Hua

Appendix 6: Verb Tenses Overview

Verb Tense	When do we use?	Examples
Simple present	Actions/situations not connected to time, such as repeated or usual action (+ every day, usually, never, always, etc.) or facts.	They usually walk to school every day. The sky is blue.
Present Continuous (Progressive)	Something that is happening now or in a longer, extended now (this month, this week, this year)	I am watching TV now. They are studying at university this year.
Present Perfect	1. Something that happened in the past but not at one specific time (we don't know when). (+ never/ever/yet/already/just) 2. Something that started in the past and continues to the present, often with "since" and "for".	They have been to Beijing. We haven't seen that movie. He has taught English for two years.
Present Perfect Continuous (progressive)	Something that started in the past and is still continuing now.	I have been waiting for my girlfriend since 2:00!
Simple past	Something that happened in the past and is now finished (+ in/on/at [time], ago)	She walked to school yesterday. I ate a hamburger on Tuesday.
Past Continuous (Progressive)	Something that was happening continuously at one specific time in the past (the "now" of the past; 当时). Often used with the simple past for something that was interrupted (stopped) by another time/action.	At 6:00 last night, I was eating dinner. They were walking down the road when a bear came out of the trees and ran towards them.
Past Perfect	Something that finished before another action/time in the past.	Before last week I had never been to Labrang. By the time I arrived at the restaurant, the others had finished eating.
Past Perfect Continuous (progressive)	Something that started in the past and continued to another time in the past (for this other time, use the simple past)	They had been walking for hours by the time they arrived at the village. They had been dating for years before they broke up.
Simple future	Something that will happen at a time in the future. Use "will" or "be going to".	They will go to Australia next year. We are going to walk to the monastery tomorrow.
Future continuous (progressive)	Something that will be happening continuously at one specific time in the future.	Tonight at 6:00, I'm going to be watching TV at home. I will be working all day tomorrow, so I can't meet with you.
Future Perfect	Something that has already finished	You're so late that by the time

	by/before a certain time in the future; a completed action in the future – somewhat like the simple past of the future (+when/by the time + simple present).	you arrive, they will have finished dinner. By next August, the students will have graduated from school.
Future Perfect Continuous (progressive)	Something that will be continuing to happen at a certain time in the future (+when/by the time + simple present).	When they reach Dobden, they will have been walking for three days. By January, they will have been dating for six months.
Future-in-the-past	Describes something that was possible in the past but (usually) didn't happen; something planned but not completed. Often used with the simple past.	I was going to eat that hamburger but I decided not to. I thought you would eat that hamburger!

NB: For sentences in the future, only use future tenses in the main clause; for other clauses, use the simple present/present continuous.

NB: Continuous tenses usually can't be used with non-action verbs (especially "have" and "want").

Appendix 7: Irregular Verbs

Base form	Simple past	Past Participle
Be	Was/were	Been
Become	Became	Become
Begin	Began	Begun
Blow	Blew	Blown
Break	Broke	Broken
Bring	Brought	Brought
Build	Built	Built
Burst	Burst	Burst
Buy	Bought	Bought
Catch	Caught	Caught
Choose	Chose	Chosen
Come	Came	Come
Cut	Cut	Cut
Deal	Dealt	Dealt
Do	Did	Done
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	Fought	Fought
Find	Found	Found
Fly	Flew	Flown
Forbid	Forbade	Forbidden
Forget	Forgot	Forgotten
Forgive	Forgave	Forgiven
Freeze	Froze	Frozen
Get	Got	Gotten
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Have	Had	Had
Hear	Heard	Heard
Hide	Hid	Hidden
Hold	Held	Held
Hurt	Hurt	Hurt
Keep	Kept	Kept
Know	Knew	Known
Lay	Laid	Laid
Lead	Led	Led
Leave	Left	Left
Let	Let	Let
Lie	Lay	Lain
Lose	Lost	Lost
Make	Made	Made
Meet	Met	Met

Pay	Paid	Paid
Quit	Quit	Quit
Read	Read	Read
Ride	Rode	Ridden
Run	Ran	Run
Say	Said	Said
See	Saw	Seen
Seek	Sought	Sought
Sell	Sold	Sold
Send	Sent	Sent
Shake	Shook	Shaken
Shine	Shone	Shone
Sing	Sang	Sung
Sit	Sat	Sat
Sleep	Slept	Slept
Speak	Spoke	Spoken
Spend	Spent	Spent
Spring	Sprang	Sprung
Stand	Stood	Stood
Steal	Stole	Stolen
swim	Swam	Swum
Swing	Swung	Swung
Take	Took	Taken
Teach	Taught	Taught
Tear	Tore	Torn
Tell	Told	Told
Think	Thought	Thought
Throw	Threw	Thrown
Understand	Understood	understood
Wake	Woke	Woken
Wear	Wore	Worn
Win	Won	Won
Write	Wrote	Written

Appendix 8: Modals and Associated Expressions

Modal 情态词	Usage 使用	Example (English) 例如 (英语)
Can	1. Ability 能力 རུས་པ། 2. Permission 许可, 准许 ཚོག་མཆེན། 3. Polite request 礼貌的要求 བཙེ་བཀུར་ཡོད་པའི་ཆ་རྒྱུ།	1. I can play basketball. 我会打篮球 ངས་ལག་རྩལ་སྤྲོ་ལོ་ རྩོད་ཤིས། 2. You can use my cell phone. 你可以借用我的手机 ཁྱེད་ཀྱིས་ངའི་ལག་འབྲེར་ཁ་པར་བགོལ་ཆོག། 3. Can I use your phone? 我可以用你的手机吗? ངས་ ཁྱེད་ཀྱི་ལག་འབྲེར་ཁ་པར་བགོལ་ཆོག་གམ།
Can't	1. inability 不能 མི་སྤྲོ་བ། 2. denied permission 不可以, 不许 མི་ཚོག་པ། 3. Impossibility 不可能 མི་ སྤྲོད་པ།	1. I can't play basketball. 我不会打篮球 ངས་ལག་རྩལ་སྤྲོ་ ལོ་རྩོད་མི་ཤིས། 2. You can't use my phone. 你不可以用我的手机 ཁྱེད་ ཀྱིས་ངའི་ལག་འབྲེར་ཁ་པར་བགོལ་མི་ཆོག། 3. That can't be true! 这不是真的 དེ་དོན་དངོས་མ་རེད།
Could	1. past ability (过去) 能做某 事或拥有某种能力 རུས་བ་ཡོད་ རྒྱུ་ལ། 2. polite request 礼貌的要求 བཙེ་བཀུར་ཡོད་པའི་ཆ་རྒྱུ། 3. suggestion 建议 བསམ་ འཆར། 4. uncertainty 不一定, 有可能 ངས་བ་མེད་པ།	1. Long ago, I could play tennis. 从前, 我会打网球 སྔ་ཆད། ངས་རྩ་ཕུག་རྩོད་ཤིས། 2. Could I borrow a camera? 我能借用照相机吗? ངས་ བརྟན་ཆས་ཞིག་གཡར་ན་ཨི་ཆོག། 3. You could ask the teacher for the answer. 你可以直 接问老师答案 དྱིས་ལན་དེ་ཁྱེད་ཀྱིས་དག་ཅན་ལ་དྱིས་ཆོག། 4. Sonam could be at home. 索南可能在家 བསོད་ནམས་ གཤམ་ཆེར་ཡུལ་ན་ཡོད་ཀྱུ་རེད།
Couldn't	1. past inability (过去) 不能 རྒྱུ་ལ། 2. impossibility 不可能 མི་ སྤྲོད་པ།	1. I couldn't play tennis when I was young. 小时候, 我 不会打网球 རྒྱུ་ཕུག་སྤྲོ་ལོ་སྤྲོད་མི་ཤིས། 2. He couldn't be at home – I just saw him at school! 他不可能在家- 我刚刚在学校看到他了! ཁོ་གཤམ་ཆེར་ཡུལ་ ན་ཡོད་མི་སྤྲོད། ངས་ད་ཁོ་སྤྲོ་བ་གླེང་ནང་དུ་ཡོད་པ་མཐོང་།
Should/ Ought to	1. suggestion 建议 བསམ་ འཆར། 2. near certainty 应该 འོས་པ།	1. You should [ought to] go to the doctor. 你应该去看 医生 ཁྱེད་རང་སྐྱན་པ་སྟོན་དུ་འགོ་དགོས། 2. She should [ought to] pass the test – she's been studying very hard. 她一直在努力地学习, 考试肯定会 及格的 མོས་རྩུན་དུ་སྟོན་སྤྱོད་ལ་འབད་བཙོན་བྱེད་པས། རྩུགས་ འཕྲོད་ཁོ་ཐག་ཡིན།
Shouldn't	1. suggestion not to do 建议不去做某事 དོན་དག་ག་གོ་ མ་ཞིག་མི་སྤྲོ་བ་པར་རེ་བ་འདོན་པ། 2. near certainty something	1. You shouldn't [ought not to] smoke – it's bad for your health. 为了你的健康, 你不该抽烟 ཁྱེད་ཀྱི་བདེ་ཐང་ གི་ཆེད་དུ་ཁྱེད་ཀྱིས་དོ་འཐེན་ན་མི་འོས། 2. She shouldn't [ought not to] pass the test; she's

	won't happen 不应该发生 བྱུང་མི་འོས་པ།	been watching TV all week. 他这个星期一直在看电视，考试肯定不及格的 ད་ཐེངས་ཀྱི་གནའ་འདིའི་ནང་དུ་ཁོས་བརྟན་འཕྱིན་ཏག་ཏག་ལ་བཞུགས་པས། ཁོས་རྒྱགས་མི་འཕྲོད་ཁོ་ཐག་རེད།
Must	1. strong need 必需 དེས་བར་དུ། 2. near certainty 应该 འོས་པ།	1. All people must eat food. 所有的人需要吃 མི་ཚང་མས་དེས་བར་དུ་བ་མ་བ་དགོས། 2. She's sick today – she must be in the hospital. 他今天生病了，肯定在医院 མོ་ན་འདུག་པས་དེས་བར་དུ་སྟན་ཁང་འགོ་དགོས།
Mustn't	Prohibition 禁止 མི་བྱང་བ།	We mustn't smoke in school. 我们不能在校园里抽烟 ང་ཚོས་སློབ་གྲའི་ནང་ག་ཏན་ནས་དུ་བ་འཐེན་མི་ཚོག
Have to	Need 必须 དེས་བར་དུ།	I have to go to a meeting 我必须去开会 ང་དེས་བར་དུ་ཚོགས་འདུ་ལ་འགོ་དགོས།
Don't have to	Don't need to 不需要 མི་འོས་པ།	I don't have to go to a meeting. 我不必去开会 ང་ཚོགས་འདུ་ལ་འགོ་མི་དགོས།
Will	1. certainty 一定 དེས་བར་དུ། 2. willingness 愿意 འཐད་པ། 3. polite request 礼貌的要求 བརྩི་བཀུར་ཡོད་པའི་ཆ་རྒྱུན།	1. I will arrive at 6:00 this evening. 我今天晚上 6:00 来 ང་རང་དགོང་མའི་དུས་ཚད་6:00ལྟེང་ཐོན་རྒྱུ་རེད། 2. The phone's ringing – I will get it 电话铃声了，我去 འདམས་ཁ་པར་ཐོན་ཐལ། ང་སོང་ནས་ཁ་བྱེ། 3. Will you please pass the bread? 你可以把面包拿给我吗？ ཁྱོད་ཀྱིས་ང་ལ་གོ་རེ་དེ་བྱིན་ཆོག་གས།
Won't	1. certainty (something) won't happen 一定不会发生 དེས་བར་དུ་མི་འབྱུང་བ། 2. unwillingness 不愿意 མི་འཐད་པ།	1. I won't arrive today. 我今天不来 ང་དེ་རིང་མི་ཡོང། 2. I won't answer the phone – you get it instead! 我不去接听电话，还是你去吧！ ངས་ཁ་པར་ཁ་མི་འབྱེད། ཁྱོད་སོང་ནས་བྱེས།
Would	1. polite request 礼貌的要求 བརྩི་བཀུར་ཡོད་པའི་ཆ་རྒྱུན། 2. preference 比较喜欢，偏爱 འདམ་ང། 3. repeated action in past 过去经常做的行为或行动	1. Would you please pass the tea? 你可以把茶壶给我吗？ ཁྱོད་ཀྱིས་ང་ལ་ཇ་ཕོར་དེ་བྱིན་ན་ཨོ་ཆོག 2. I would rather eat out than cook 我不想做饭，还是想出去吃。 ངས་བ་མ་ལས་ན་མི་འདོད། སློ་བྱིར་སོང་ནས་བ་ན་འདོད། 3. When I was young, I would visit my grandparents every weekend. 小时候，我每个周末都会去拜访外公外婆 ང་རང་ཆུང་དུས་སུ་གནའ་འཇུག་གི་སྐབས་སུ་རྒྱན་དུ་སློ་བོ་དང་མོ་མ་ལ་འཆམས་འདྲིར་སོང་བ་ཡིན།
Wouldn't	Inadvisability 建议不做某事 དོན་དག་ག་གོ་མོ་ཞིག་མི་སྦྱབ་པར་རེ་བ་འདོན་པ།	I wouldn't do that if I were you. 如果我是你，我不会这样做 གལ་ཏེ་ང་རང་ཁྱོད་ཡིན་ཆོ། ངས་དེ་ལྟར་མི་སྦྱབ།
May	1. polite request 礼貌的要求 བརྩི་བཀུར་ཡོད་པའི་ཆ་རྒྱུན།	1. May I have a paper? 你可以给我一张纸吗？ ཁྱོད་ཀྱིས་ང་ལ་ཤོག་བྱ་དེ་བྱིན་ཆོག་གས།

	<p>2. formal permission 许可, 准许 ཆོག་མཆན་ཐོབ་པ།</p> <p>3. Less than 50% certainty 有可能 ཟིན་པ།</p>	<p>2. You may go to the bathroom. 你可以去上厕所。 ཁྱོད་རང་སྤྱད་ཁང་དུ་སོང་ཆོག།</p> <p>3. She may be at the library. 她有可能在图书馆 མོ་པལ་ཆེ་དཔེ་མཛོད་ཁང་དུ་ཡོད།</p>
May not	<p>1. denial 不许 མི་ཆོག།</p> <p>2. Less than 50% certainty 有可能不 པལ་ཆེར་མི་ཆོག།</p>	<p>1. You may not go to the WC. 你不能去上厕所 ཁྱོད་རང་སྤྱད་ཁང་དུ་སོང་མི་ཆོག།</p> <p>2. She may not be at the library. 她可能不在图书馆 མོ་པལ་ཆེར་དཔེ་མཛོད་ཁང་དུ་མེད།</p>
Might	Less than 50% certainty 有可能 ཟིན་པ།	Yang might help Billy. 杨可能会帮 Billy 的忙 ཡང་གིས་པལ་ཆེར་བེ་ལིན་ལ་རོགས་བྱེད་རྒྱ་རེད།
Might not	Less than 50% certainty 有可能不 པལ་ཆེར་མི་ཆོག།	Yang might not help Billy. 杨可能不会帮 Billy 的忙 ཡང་གིས་པལ་ཆེར་བེ་ལིན་ལ་རོགས་བྱེད་རྒྱ་མ་རེད།
Be supposed to	Expectation 期待 རེ་སྤྲུག།	I am supposed to visit my grandparents this weekend. 我这个周末应该去拜访外公外婆 (别人要我去) གཤམ་འཁོར་འདིར་ང་སྤོ་བོ་དང་སྐོ་མོ་ལ་འཆམས་འདྲིར་སོང་ན་འོས།
Be not supposed to	Not permitted, not allowed 不许 མི་ཆོག།	Yang isn't supposed to use her phone during class. 上课时杨不能用手机 སྤོ་བོ་ཁྱིད་ཀྱི་སྐབས་སུ་ཡང་གིས་ཁ་པར་བཀོལ་ན་མི་འོས།
Should have/ Ought to have	<p>1. past suggestion (过去) 建议 བསམ་འཆར།</p> <p>2. past 90% certainty (过去) 应该 འོས་པ།</p>	<p>1. I should have [ought to have] gone to the doctor. 我本应该去看医生 ང་སྤྱིར་སྐྱེན་པ་ལ་སྟོན་དུ་སོང་ན་འོས།</p> <p>2. She should have [ought to have] done well on the test. 她本应该考得好 མོས་སྤྱིར་རྒྱགས་སྤྱད་པ་བཟང་ན་འོས།</p>
Shouldn't have/ Ought not to have	<p>1. past suggestion not to do (过去) 建议不做某事 དོན་དག་གཏམ་ཆོ་ཞིག་མི་སྤྱབ་པར་རེ་བ་འདོན་པ།</p> <p>2. near certainty something won't happen 过去不应该 བྱེད་མི་འོས་པ།</p>	<p>1. She shouldn't have [ought not to have] eaten that old yogurt. 她本不该吃那个已经变质的酸奶 མོས་སྤྱིར་རུལ་ཟེན་པའི་ཞོ་དེ་འཁུང་ན་མི་འོས།</p> <p>2. He shouldn't have [ought not to have] done well on the test – he barely studied! 他一点也没学习, 怎么能考得好呢? ཁོས་སྤོ་བོ་སྤྱོད་གཏན་ནས་མི་བྱེད། རྒྱགས་ཅི་ལྟར་འཕྲོད།</p>
Could have	<p>1. Past possibility (过去) 可能 ཟིན་པ།</p> <p>2. Past suggestion 过去建议 བསམ་འཆར</p>	<p>1. I could have gone to Labrang this holiday, but I didn't want to. 我上个假期有机会去夏河, 但是我想去。 གཤམ་འཁོར་ཚུན་མར་ང་ལ་སླ་བྲང་ལ་འགོ་བའི་གོ་སྐབས་ཞིག་བྱུང་ཡང་། འོན་ཀྱང་ང་རང་འགོ་མ་འདོད།</p> <p>2. You could have studied harder for yesterday's test. 你应该会再努力的学习准备昨天的考试。 ཁྱོས་ད་དུང་དུར་སྤོ་བོ་བཙོན་བྱས་ནས་སང་ཉིན་གྱི་རྒྱགས་ལ་ག་སྤྲུགས་བྱེད་དགོས།</p>
Couldn't have	1. Past impossibility 过去不可能 མི་ཟིན་པ།	I couldn't have gone to Labrang yesterday – it's too far. 我昨天不能去拉卜楞, 那儿太远了。 ང་ཁ་སང་སླ་བྲང་ལ་འགོ་མ་ཐུབ། དེ་ཐག་ཏུ་ཅང་རིང།

Would have	<p>1. Past preference 过去比较喜欢，偏爱 འདས་ད།</p> <p>2. Past possibility (not done) 过去应该（但是没做） འོས་བ འོན་ཀྱང་མ་སྒྲུབ་པ།</p>	<p>1. I would have watched TV last night if I hadn't had to study for the test. 我昨天晚上虽然学习了，但还是想看电视 ངས་རྒྱལ་ས་དེ་ལ་སློབ་སྦྱོང་བྱེད་མི་དགོས་ན། ངས་བརྟན་འཕྲིན་བཟ་ཐུབ།</p> <p>2. I would have gone to Labrang last weekend if I hadn't been busy. 我上个周末如果不忙的话，一定会去夏河的 གལ་ཏེ་གཟའ་ཕུན་མཛེན་ང་ལ་ཁོ་མ་པ་ཡོད་ཆེ། ང་སླ་བྲང་ལ་སོང་ཡོད།</p>
Wouldn't have	<p>Past possibility (not advisable) 过去可能（不建议） རྟོན་དག་ ཞིག་མི་སྒྲུབ་པར་རེ་བ་འདོན་པ།</p>	<p>I wouldn't have done that if I were you. 我是你的话，我不会那样做 གལ་ཏེ་ང་རང་ཁྱོད་ཡིན་ཆེ། ངས་དེ་ལྟར་སྒྲུབ་མི་སྲིད།</p>
May have/ Might have	<p>Past possibility (less than 50% certainty) (过去) 可能 གལ་ཆེར།</p>	<p>She may have [might have] drunk my XiangPiaoPiao, but I don't know. 她可能喝过我的香飘飘，但其实我不知道。 མོས་ཕལ་ཆེར་ངས་དྲི་ལྗན་འོ་ཇ་འཐུང་ཡོད་ཀྱི་རེད། འོན་ཀྱང་ངས་མི་ཤེས།</p>
May not have/ might not have	<p>Past possibility (less than 50% certainty) (过去) 可能不 མི་སྲིད་པ།</p>	<p>She may not have [might not have] drunk my XiangPiaoPiao – it could have been someone else. 她可能没喝过我的香飘飘，有可能是别人喝的。 མོས་ཕལ་ཆེར་ངས་དྲི་ལྗན་འོ་ཇ་འཐུང་ཡོད་ཀྱི་མ་རེད། མི་གཞན་པས་འཐུང་ཡོད་ཡང་སྲིད།</p>
Must have	<p>Near certainty 应该 འོས་པ།</p>	<p>She must have been sick yesterday. 她昨天肯定（我认为）生病了 མོ་ཁ་སང་ན་བ་ཁོ་ཐག་རེད།</p>
Must not have	<p>Near certainty 应该不 མི་འོས་པ།</p>	<p>She must not have been happy when she heard the news. 当她听说这件事时，我认为她肯定不太高兴 མོས་གནས་ཚུལ་ཏེ་ཐོས་དུས་སེམས་སྒྲོ་བ་ཁོ་ཐག་རེད།</p>

Appendix 9: Common Conjunctions

- after 以后 རྗེས་སྐྱུ། He brushed his teeth after putting on his clothes.
- although 虽然 ཡིན་ན་ཡང་། Although she was happy to see her parents, she missed her friends at school.
- as 当...时; 像...一样; 因为 སྐབས་དེར། གཅིག་འདྲ། སྐབས་ཀྱིས། As I don't have a phone, I can't call you/ She is as smart as Einstein.
- as a result 因此, 于是, 所以 རྒྱུ་ཀྱིས། སྐབས་ཀྱིས། Tashi studied hard for the test. As a result, he got 100%.
- as if 好像, 似乎 འདྲ་བ། མཚུངས་པ། She looked tired, as if she hadn't slept all night.
- as long as 既然 ཡིན་པ་ལྟར། You can watch TV now, as long as you finish your homework later
- as though 好像, 似乎 (= "as if") འདྲ་བ། གཉིས་སྐྱུ་མེད་པ། She looked tired, as though she hadn't slept all night.
- because 因为 རྒྱུ་ཀྱིས། I must go home because my father is very ill.
- before 之前 རྗེས་སྐྱུ། He ate some noodles before he started doing his homework.
- consequently 因此, 于是, 所以 (= "as a result") རྒྱུ་མཚན་ཀྱིས། དེ་བས། I am ill. Consequently, I'm not going to school.
- either...or... 要么...要么... ཡང་ན། This summer, he will travel to either Zeku or Chabcha.
- even if 即使, 纵然 ཡིན་ན་ཡང་། Even if the cafeteria food is bad, I'm still going to eat it.
- even though 即使, 纵然 (=even if) ཡིན་པ་ལྟར། Even though the cafeteria food is bad, I'm still going to eat it.
- however 但是; 不管怎样; 无论 ཡིན་པ་ལྟར། གང་སྟར་གྱང་། I hoped I would get the job. However, I didn't/However hard she tried, she could never win a race / Wear your hair however you want.
- if only 只要, 要是...多好, 但愿 གཤམ་རྟེ། གཤམ་སྲིད། If only I had won the race, I would have a lot of money!
- in order to 为了 རྒྱུ་དུ། In order to learn Tibetan quickly, she hired a private tutor.
- instead (of) 与其, 代替 ཆབ་བྱས་ནས། I want to eat noodles instead of dumplings tonight.
- moreover 而且 མ་ཟད། She can speak Tibetan fluently. Moreover, her French is quite good.
- neither...nor... 既不...也 གཉིས་ཀ་ལས་གཅིག་གྱང་མི་ཤེས་པ། He can speak neither Amdo dialect nor Lhasa dialect.
- nevertheless 虽则, 不过 ཡིན་པ་ལྟར། It's not perfect. Nevertheless, it's a better plan than the last one.
not only...but also... 不但...而且 མི་ཚད། ད་དུང་། She likes eating not only tsamba, but also dumplings.
- once 有一次, 曾经, 一旦, 从前 ཐེངས་གཅིག་ རྗེས་ཆད། གཤམ་སྲིད། I will eat once my friends arrive/She was married once.
- rather than 与其... (不如) དེ་ལས། She chose to relax at the hotel rather than go on the hike.
- since 后来; 从...以来; 因为 ཕྱིས་སྐྱུ། She has been married since 2001/ Since the weather is so nice today, let's have a picnic.
- so that 以便 རྒྱུ་དུ། I came to Rebong so that I could see a famous thangka painter.
- than 比 He is smarter than you.
- though 虽然, 但是 ཡིན་པ་ལྟར། Though he is a better basketball player, I am a better football player.
- unless 除非 དེ་མིན་ན། Unless you can stop being selfish, our relationship is over!

- until 直到...时 དེའི་རིང་དུ། You can't eat dinner until you stop fighting with your sister!
- whenever 无论何时, 每当 ཅུས་ནས་ཡིན་ཡང་། Whenever you want to leave is OK with me.
- whereas 而, 反之 ཡིན་ཡང་། He is always modest, whereas his brother is always egotistical.
- wherever 无论在哪里, 不管在哪里 གང་དུ་ཡོད་ཅུང་། Wherever you are, I will come find you.
- while 虽然; 而; 在...时 སྐབས་དེར། While I enjoy eating bananas, he enjoys eating pears/ Some places have earthquakes, while other places have typhoons (台风)/ While we were watching the movie, my girlfriend got up and ran away!

Appendix 10: Phrasal Verbs Index

NB: Phrasal verbs with more than one meaning have different meanings listed separately.

Ask out	请 (去约会) ཐུགས་འཕྲད་ཅུ་བ།
Blow out	吹灭, 熄灭 མེ་བསང་བ།
Blow up	放大, 成为重要/严重 ཆེ་ཅུ་ཕྱིན་པ། གནད་དོན་ཆེན་པོར་གྱུར་བ།
Blow up	爆炸 འབར་གོས། འགོས་གཏོར།
Break down	弄坏 གོས་ཆག
Break out	突发, 发生, 起 སློབ་རུ་བྱུང་བ།
Break up	分手, 分开 ཁ་གྲུས་པ། མཇུག་སྒྲུལ་པ།
Bring about	引起, 使发生 བྱུང་བ།
Bring back	回返 ཕྱིར་ཐོན། ཕྱིར་ཡོང་བ།
Bring together	集合, 汇集, 混合, 结合 འདྲུ་འཛོམ། མཉམ་འཛོམས།
Bring up	抚养 གསོ་སྦྱང་། བྱམས་སྦྱང་།
Bring up	提起 སྒྲུང་བ།
Call back	给...回电话 ཕྱིར་ཁ་པར་བཏང་བ།
Call off	停止 མཚམས་བཞག་པ།
Call on	探望, 拜访 འཚམས་འདྲི་བྱེད་པ།
Call up	打 (电话) ཁ་པར་གཏོང་བ།
Carry out	实现 མངོན་འགྱུར།
Catch on	(快的) 理解 ཐུར་མོར་གོ་བ་ལོན་པ།
Catch on	受欢迎, 流行起来 དགའ་བསུ་ཐོབ་པ། དགའ་མོས་བྱེད་པ།
Cheer up	高兴起来, 鼓舞 དགྲེས་སློབ་ཅུང་། སྐལ་ལྷགས།
Clean up	收拾, 打扫, 让干净 ལེགས་སྒྲིག་བྱེད་པ།
Come along (with)	跟某人一起去... ལྷན་དུ་ཕྱིན།
Come from	来自 ཡོང་ཁུངས།
Come in	近来 ཉེ་ལམ། ལམ་སང་།
Come over (to)	过来, 来到 ལྷན་ཐོན་པ།
Come up with	想出, 提出, 找到 དྲན་པ། སྒྲུང་བ། རྟེན་པ།
Cover up	掩盖, 遮掩, 遮盖 བགཁ་པ། མི་མཐོང་བར་བྱས་པ།
Cover up	盖住 ཁ་བརྒྱབ།
Cross out	划掉, 取消 མེད་པར་བྱས་པ།
Cut out (of)	剪下, 除去, 割掉 བཅད་པ། གཏུབ་པ།
Deal with	处理 ཐག་གཅོད།

Do over	再做，重做 བསྐྱར་བཅོས། ཡང་བསྐྱར་བཅོ་བ།
Dress up	穿上盛装 ཐུན་སྒྲོས་པ།
Drop in (on)	顺便访问 ཁོར་དུ་འཆམས་འདྲི།
Drop off	送到 སྐྱར་བ།
Drop out (of)	推出 འདེད་པ།
Eat out	出去吃 ཕྱི་ནས་ཟ་མ་བློས།
Fall down	摔跤 ཐང་དུ་འགྱེལ་བ།
Figure out	弄清楚，搞清楚 ཁ་གསལ། གོ་བདེ།
Fill in	填写 ཁ་སྒྲིང་།
Fill in	暂代，接替 ཚབ་མཚན།
Fill out	填写 ཁ་སྒྲིང་བ།
Fill up	倒满 བཀང་བ།
Find out (about)	查明，发现 རྟོན་པ།
Find out	查明，发现 རྟོན་པ།
Fool around (with)	闲游，玩儿 རྩེད་མོར་གཡེང་བ།
Get along (with)	相处 འདྲེས་པ། གོམས་པ།
Get back (from)	回来 ཕྱིར་འོང་བ།
Get in	进，上 (小车，出租车) ོ་རྒྱངས་འཁོར་སོགས་ལ་ ི་བཟུང་བ།
Get off	下 (班车，飞机，船) ོ་རྒྱངས་འཁོར་སོགས་ ི་ལས་བབས་པ།
Get on	上 (班车，飞机，船) ོ་རྒྱངས་འཁོར་སོགས་ལ་ ི་བཟུང་བ།
Get out (of)	出，下 (小车，出租车) ོ་རྒྱངས་འཁོར་རྒྱུང་བ་སོགས་ ི་ལས་མར་བབས་པ།
Get over	越过，克服，恢复 གཡོལ་བར་བྱས། ལྷད་དུ་གསང།
Get through (with)	做完，完成 ལེགས་འགྲུབ།
Get together (with)	会面 ཐུགས་འཕམ་བྱས་པ།
Get up	上起来 ཡར་ལངས་པ།
Get up	起床，叫醒 གཉིད་སང་བ།
Give away	送给，赠送 ཐུལ་བ།
Give back	交换 ཕྱིར་སྒྲོད་པ།
Give out	分发 སོ་སོ་སྤྲད་པ།
Give up	放弃 འོར་བ།
Go back (to)	回去 ཕྱིར་སོང་བ།
Go on	继续 ཐུ་མཐུད་དུ། ཐུན་བསྐྱངས་པ།
Go out	出去玩儿 རྩེད་མོར་ཕྱིན་པ།
Go over (to)	去 (某人的家) ཁྱིམ་ཚང་གཞན་ལ་སོང་བ།
Grow up	长大 རྒྱར་སོན་པ།

Hand in	交上 ཡར་སྤང།
Hand out	分发给 མར་བྱིན།
Hang around (with)	和...在一起 ལུ་ཞིག་དང་མཉམ་དུ།
Hang out (with)	和...在一起 ལུ་ཞིག་དང་ལྷན་དུ།
Hang up	挂起来 ཡར་བཏོག་པ།
Hang up	挂断 (电话) ཁ་པར་ཁ་གཏན་པ།
Have on	穿着 ཁྱོན།
Hear from	从某人获悉 མི་ཞིག་ལས་དོན་གང་ཞིག་ཐོས་པ།
Help out	帮助 རོགས་རམ།
Keep away (from)	使不接近, 敬而远之 ཁྱེད་བཞེད་པ།
Keep on	继续 ལུ་མཐུད་ནས།
Keep up with	齐步前进, 并驾齐驱, 跟上 གལ་སྤྱིག་ནས་མདུན་དུ་བསྐྱོད་པ།
Lay off	解雇 ཐུད་པ།
Leave on	开着 སློ་འབྱེད།
Look into	调查 གཤེབ་གཤེབ། ཚད་གཙོད།
Look out (for)	注意, 留心 མཉམ་འཇོག།
Look over	查看, 检查 ཚད་གཤེབ།
Look up	查 ཞིབ་གཤེབ།
Make up	捏造, 假装 རྒྱལ་ཚས།
Move in (to)	搬进 འཛུལ་བ།
Move out (of)	搬出 ཐུར་བ།
Pass out	分发 གནང་བ།
Pass out	睡觉, 昏倒, 晕倒 གཉིད་དུ་ཡུར་བ། མགོ་གཡོམ་སྐྱེས་འཁོར་བ།
Pay back	还给 (钱) བྱིར་སྤྲད་པ།
Pick out	选择 གདམ་ག།
Pick up	拿起 བཟུག་པ།
Pick up	恢复 བསྐྱར་གསོ།
Pick up	收到 ལག་སོན་བྱུང་བ།
Point out	提示, 指出 དོན་གང་ཞིག་བཟླ་ན་པ།
Print out	打出来 (打印) བར་དུ་བཏབ་པ། དཔར་པ།
Put aside	放下, 搁置, 放在一边 རོགས་སུ་བཞག་པ།
Put away	放下, 放回 མར་བཞག་པ།
Put back	放回 བྱིར་བཞག་པ།
Put down	放下 མར་བཞག་པ།
Put down	贬低, 羞辱 དམའ་འབེབས།

Put off	推迟 ཕྱིར་འགྱུང་བྱས་པ།
Put on	穿上 གྱུན་པ།
Put out	熄灭 གཞེས་པ།
Put up	建造, 举起 བསྐྱུན་པ་འཇམ། དབུ་བཅུགས་པ།
Put up	张贴, 放 (在上面) རྩེབས་ངོས་སུ་བྱུར་བ།
Put up	提供住宿 རྩོད་ཁང་མཁོ་སྤྲོད་བྱས་པ།
Run into	碰见, 碰头 འཕྲད་པ།
Run out (of)	耗尽 འཛོད་ཚར་བ།
Set out (for)	出发, 离开 (去) བྲལ་ནས་སོང་བ། སོ་སོར་གྱེས་པ།
Set up	设立, 设置, 开办, 建立, 搭建, 组织 བཅུགས་པ། གསར་འབྱེད། སློ་འབྱེད། ཙ་འཛུགས།
Show off	卖弄, 炫耀 མངོན་པ།
Show up	出现 བྱུང་བ།
Shut off	关 (灯, 电脑) རྩིས་འཁོར་སྐྱེས་ཁ་གཏན་པ།
Sign up (for)	报名, 签名, 签约 མིང་ཐོ་འགོད་པ། ཐོ་འགོད་བྱེད།
Sit around (with)	闲 (跟某人) 坐着 མི་ཞིག་དང་ཕྱན་དུ་ཁ་བད་བྱེད་པ།
Sit back	轻松的坐 རྩོད་པོར་བཞུགས་པ།
Speak up	大声说 རྒྱུད་གསེང་མཐོན་པོ།
Start over	重新开始 ཡང་བསྐྱུར་མགོ་བརྩམས་པ།
Stay up	不去睡觉 ཡར་བཙོག་ནས་བཞུགས་པ།
Stick with	持续, 坚持 རྒྱུན་བསྐྱུངས་པ།
Take back	退回, 收回, 拿回 ཕྱིར་བཟུ་བྱས་པ། ཕྱིར་སློག་པ།
Take off	拿掉 བྱུར་པ།
Take off	起飞 འཕུར་འགོ་བརྩམས་པ།
Take out	取出, 拿出来 བྱུར་པ།
Talk into	说服 (某人做某事) གོ་སྐོན་སློ་འགྲུག
Talk over	讨论 བགོ་སྐྱེད།
Tear down	拆除 གཤག་པ།
Tear out (of)	撕掉 གཤག་པ།
Tear up	撕毁 གཤག་པ།
Think over	考虑 བསམ་གཞིག
Think up	想出, 想起来 དུན་པ།
Throw away	倒 (垃圾) གད་སྒྲིགས་དོར་བ།
Throw out	倒 (垃圾) གད་སྒྲིགས་ཐོད་པ།
Try on	试穿 གྱུན་པ།
Try out	试用 བཀོལ་པ།

Turn around	往回走，回来，转身 ཕྱིར་སོང་བ། ལྷུས་པོ་གཡས་གཡོན་དུ་འཁོར་བ།
Turn back	往回走，回来 ཕྱིར་སླེབས་བ།
Turn down	驳回，拒绝 རོས་ལེན་མི་བྱེད་པའམ། འབྲེལ་ཐག་བཅད་བ།
Turn off	关闭 གཏན་པ།
Turn on	开ཕྱེ་བ།
Turn out	出席，出现 མངོན་པ།
Turn over	翻转 འཁོར་བསྐྱོད།
Turn up	来，出现，露面 གསལ་བོར་མངོན་པ།
Wake up	叫醒，起床 གཉིད་ལས་སད་བ། ཡར་ལང་བ།
Watch out (for)	留意，注意 མཉམ་འཛིག
Work out	解决，决定 ཐགས་གཅོད།
Work out	锻炼 སྦྱངས་བདར།
Write down	写下 གྲིས་བ།



Vocabulary Index

Abnormal (adj)	反常的 བྱམ་རྒྱུ་དང་མི་འདྲ་བ།
Absolute (adj)	完全的, 绝对的 བྱམ་ནས།
Absorb (v)	吸收 རྩལ་བ།
Abstract (adj)	抽象的 རྟོག་ཐུང་།
Absurd (adj)	荒谬, 荒诞 རྟོག་བཤད།
Abuse (n, v)	虐待 བཟོ་བྱེད་པ།
Academic (adj)	学术的 རིག་གཞུང་།
Accept (v)	接受 དང་ལེན།
Accept (v)	接纳 དང་ལེན།
Acceptance (n)	接纳, 接受 དང་ལེན།
Achieve (v)	成就, 实现 མངོན་འགྱུར།
Achievement (n)	成就, 实现 འབྲས་བུ།
Acid (n), acidic (adj)	酸, 酸性的 ཟུར།
Adapt (v)	适应, 使适合 འཕྲོད་པ།
Admission (n)	接纳, 录取, 承认 དང་ལེན། རོས་ལེན།
Admit (v)	承认, 允许 ཁས་ཐོངས་པ།
Admit (v)	接纳, 录取 དང་ལེན་བྱས་པ།
Advanced (adj)	先进的, 高等的 ཐོན་ཐོན། མཐོ་རིམ།
Advantage (n)	好处, 利用, 优势 བཟང་ཆ། བཀོལ་སྤྱོད།
Advise (v), advice (n)	劝告, 忠告, 意见, 建议 བསམ་འཆར།
Advisor (n)	咨询师, 导师, 顾问 སློབ་སྟོན། ཕྱོགས་སྟོན།
Affect (v)	影响 བྱུགས་ཐུན།
Afford (v)	支付得起 རྟེན་རུས་པ།
Affordable (adj)	便宜 རིན་གོང་སྒྲ་བ།
Agricultural (adj)	农业的 ཞིང་ལས།
Agriculture (n)	农业 ཞིང་ལས།
Aid (n, v)	援助, 协助, 帮助 རོགས་རམ།
Alpine (adj)	高山的) རི་མཐོ་བ།
Alternative (adj)	可选, 供选择的 གདམ་ག
Ambition (n)	雄心, 野心 སྡེད་པ།
Ambitious (adj)	雄心, 野心 འདོད་སྡེད།
Analysis (n)	分析, 分解 དབྱེ་ཞིབ།
Analyze (v)	分析, 分解 དབྱེ་ཞིབ་བྱེད་པ།
Anchor (n)	主持人 མདོ་འཛིན་པ།

Annoy (v)	使烦恼，刺激，使烦躁 ཁོང་ཁྱོད་སྤྱི་བཤུགས་པ།
Annoyed, annoying (adj)	讨厌的，麻烦，欠扁的，讨厌 ཁྱོད་པ།
Annual (adj)	每年的 ལོ་རེ།
Anxiety (n)	焦虑 བཅུ་མཁའ་ལྷན་པ།
Anxious (adj)	焦虑的 བཅུ་མཁའ་ལྷན་པ།
Apparent (adj)	明显的，表面上的 བྱི་ངོས།
Application (n)	申请 [the paper itself] ལྷན་ཁྱུ།
Apply (v)	申请 [the action of writing the form] ལྷན་ཁྱུ།
Appointment (n)	预约，约会，约定 ལུས་ཆད།
Appropriate (adj)	恰当的，合适的，相应的 འོས་མཚམས།
Approximate (adj)	预约，约会 ལྷ་ལམ།
Approximately (adv)	近似，大约 ལམ་ཆེད།
Arctic (adj)	北极的 བྱང་ཕྱོད་སྤྱིང་།
Arrest (n, v)	逮捕 འཛིན་བཟུང་།
Artificial (adj)	人造的 མིས་བཟོས།
Aspect (n)	方面，面貌 ཕྱོགས་ནས། རྣམ་པ།
Assume (v)	假定 གཤམ་ཏེ།
Assumption (n)	假定 གཤམ་ཏེ།
Atmosphere (n)	大气 རྒྱུ་ཁམས་ཆེན་པོ།
Atom (n)	原子 ལྷ་མཉམ།
Attack (n, v)	攻击，抨击，侵袭 ངོ་སྤྱོད།
Attain (v)	达到，获得 སྤེལ་པ།
Attempt (v)	试图，尝试 ཆོད་ལྷ།
Attitude (n)	态度，看法 རྣམ་འགྱུར།
Attractive (adj)	有吸引力的 འགྲུག་ཕྱགས་ཡོད་པ།
Automatic	自动的 རང་འགྲུལ།
Balance (v, n)	平衡的 ངོ་མཉམ་པ།
Balanced (adj)	平衡的 ངོ་མཉམ།
Bargain (n)	便宜 གོང་སྒྲ་བ།
Bargain (v)	砍价 གོང་གཏམ་པ།
Beg (v)	乞讨 སྒོང་བ།
Beneficial (adj)	有益的，好处的 བན་ཐོགས་ཡོད་པ།
Benefit (n)	有益，好处 བན་ཐོགས།
Biodiverse (adj)	生物多样化的 རྒྱུས་དངོས་རྣམས་ཅན་གྱི།
Biodiversity (n)	生物多样化 རྒྱུས་དངོས་རྣམས་ཅན།
Boom (v, n)	兴盛 རྒྱལ་ལུ་དར་བ།

Brand (n)	品牌 ཚོང་རྒྱུ་ལས།
Brave (adj)	勇敢的, 英勇的 བརྟུ་མོད།
Breakthrough (n)	突破 བཟོད་བཞུགས།
Broadcast (n, v)	广播 རྒྱུང་བསྐྱུགས།
Budget (n, v)	预算 སྤྱོད་ཆིས།
Burden (n, v)	负担, 重担 འགན་འཁུར། འོས་འགན།
Bust (v, n)	破产, 打破, 坏 གོང་བཞིབ་པ།
Candidate (n)	候选人, 申请人 འོས་མི། རེ་བྱ་འཁུལ་མཁན།
Carbon (n)	碳 ཐན།
Cash (n)	现金 ལག་དངུལ།
Cause (n, v)	起因, 原因, 引起, 导致 འབྱུང་རྒྱུ།
Cell (n)	细胞 ཐ་ཕུང་།
Chart (n)	图表 དཔེ་རེབ།
Chronic (adj)	慢性的 དལ་བའི་རང་བཞིན་ཅན།
Citizen (n)	公民 རྒྱུ་འབངས།
Civilization (n)	文明 དཔལ་ཡོན།
Civilized (adj)	文明的 དཔལ་ཡོན་ཅན་གྱི།
Climate change (n)	全球变暖 སའི་གོ་ལའི་བྱོད་འགྱུར།
Coincidence (n)	巧合 ལྟེན་དབང་།
Collapse (v)	瓦解, 倒塌, 倒下 མགོ་ཉིང་སྐྱོག་པ།
Collect (v)	采集, 收集 ཚོལ་བསྐྱུ།
Common (adj)	普通的, 普遍的 རྒྱུར་པ་ཏང་།
Compare (v)	比较 བསྟར་བ།
Comparison (n)	比较 བསྟར་བ།
Compassion (n)	同情 རྟོང་རྩེ་བ།
Compassionate (adj)	同情的 རྟོང་རྩེ་ལྡན་པའི།
Complex (adj)	复杂的 རྟོག་འཛིང་།
Compress (v)	压紧, 压缩 བཙུར་གཞོན།
Concentrate (v)	专心, 集中 སློ་ཆེ་གཅིག་སྒྲིམ།
Concentration (n)	浓度; 集中, 专心 སློ་ཆེ་གཅིག་སྒྲིམ།
Concept (n)	概念 གོ་དོན།
Confidence (n)	信心 རང་རྟོན། ཡིད་ཆེས།
Confident (adj)	有信心的 ཡིད་ཆེས་བཞུན་པ།
Confuse (v)	弄糊涂, 混淆, 搞乱 མགོ་ཉོག་པ།
Confused, confusing (adj)	糊涂, 不清楚 མི་གསལ་བ།
Congratulate (v)	祝贺, 恭喜 རྟོན་འབྲེལ་བྱ་བ།

Congratulations! (n)	祝贺, 恭喜 ཉེན་འབྲེལ།
Consequence (n)	结果 མཐུག་འབྲས།
Consequently (adv)	于是 མཐའ་འབྲས།
Conservation (n)	环保, 节约, 保护 སྤང་སྦྱོབ།
Conservative (adj)	保守党 མཐུགས་འཛིན་ཏང་།
Conserve (v)	保存, 节约 གསོག་འཛོག་ གྲོན་ཚུང་བྱེད་པ།
Consider (v)	考虑, 考虑到 བསམ་སྒོ་གཏོང་བ།
Considerate (adj)	体贴的, 周到的 འཕུས་ཚང་བ།
Consideration (n)	考虑, 要考虑的因素 འདང་རྒྱལ་བ།
Consume (v)	消费 འཛད་སྤྱད།
Consumer (n)	消费者 འཛད་སྤྱད་པ།
Context (n)	环境, 上下文 ཁོར་ཡུག་ གོང་འོག་
Contribute (v)	捐献, 贡献, 造成 འབྲུལ་བ།
Contribution (n)	造成, 捐献, 贡献 ལག་རྒྱུ།
Control (v, n)	控制 ཚད་འཛིན།
Controversial (adj)	有争议的 ཚད་ཐྱང་ཅན།
Coral reef (n)	珊瑚礁 ཕྱི་ཕུའི་ཕྱོང་བོ།
Corrupt (adj)	腐败的 ཐུལ་སོང་།
Corruption (n)	腐败 ཐུལ་སོང་།
Cost (n, v)	价格, 成本, 估价, 代价 མ་ཙ།
Courage (n)	勇气 སྤོང་སྦྱོབས།
Courageous (adj)	勇敢的 སྤོང་སྦྱོབས།
Cowardly (adj)	怯懦的, 胆小的 ལྷུང་མ།
Creative (adj)	独创的, 创意 གསར་གཏོད།
Credit (n)	信用 ཡིད་ཆེས།
Crime (n)	犯罪 ཉེས་པ།
Criminal (n)	罪犯 ཉེས་ཅན།
Criticism (n)	评论, 批评 དཔྱད་བརྗོད། དགག་བཞག་
Criticize (v)	评论, 批评 དཔྱད་བརྗོད་ཐེལ་བ།
Cultural (adj)	文化的 རིག་གནས།
Culture (n)	文化 རིག་གནས།
Cure (n, v)	治好, 治愈, 治疗 སྦྱོན་གསོ།
Curiosity (n)	好奇 མཚར་སེམས། མཚར་སྤང་།
Curious (adj)	好奇的 མཚར་སེམས།
Custom (n)	习惯 གོམས་སྒྲུལ།
Cycle (n)	循环 འཁོར་བསྐྱོད།

Cynical (adj)	愤世嫉俗的 ཡོད་ཚད་ལ་ཚིག་པ་བླ་བ།
Data (n)	材料, 数据 རྒྱ་ཆ། གཞི་འཛིན་གྲངས།
Debate (n, v)	讨论, 辩论 ཚྛོད་པ།
Debt (n)	债务 བཏུལ།
Deciduous (adj)	落叶的 རྩོད་ལོ་སར་ལྷུང་བ།
Decrease (v)	减少 རྒྱུང་།
Defeat (n, v)	战败, 失败 བཅ་པ།
Deforestation (n)	滥发森林 རྣགས་སོགས་རྩེ་ཁྲུང་ལ་སོང་བ།
Degrade (v)	退化, 侵蚀, 降低, 贬低 རྩུག་
Degree (n)	学位 བསྐབ་གནས།
Depend on (v)	依靠, 依赖, 信赖 བརྟེན་པ།
Deplete (v)	大量消耗, 枯竭 འཛད་སྤྱད་ཆེན་པོ་བཏང་བ།
Depressed (adj)	沉闷, 忧郁 བཅས་སྤྱག་པ། བཅས་མི་དྲངས་པ།
Depressing (adj)	沉闷, 忧郁 བཅས་མི་དྲངས་པ།
Desert (n)	沙漠 ཐུ་མ།
Desertification (n)	沙漠化 ཐུ་འབྱུང།
Deserve (v)	值得 རིན་ཐང་ཡོད་པ།
Destroy (v)	毁掉, 毁灭 མེད་བསྐྱུག་ལ་བཏང་བ།
Develop (v)	发展 འཕེལ་བྱས།
Development (n)	发展 འཕེལ་བྱས།
Devour (v)	吞吃, 毁 བྱིར་མིད།
Diagnose (v)	诊断 བརྟག་དཔྱད།
Disadvantage (n)	不利, 劣势 ཞན་ཆ།
Disappoint (v)	使失望 ཡིད་ཆེད་པ།
Disappointed (adj)	失望的, 不争气, 不给力 ཡིད་ཆེད་པ། ཁོག་དཔུང་ཤོར་བ།
Disappointing (adj)	失望的, 不争气, 不给力 ཡིད་ཕམ་པ།
Disaster (n),	灾祸 གཞོད་སྤྱོད། གཞོད་འཆོ།
Discipline (n, v)	约束, 纪律 བཀག་བསྐྱུལ། སྤྱིག་ཡིག་
Discount (n, v)	折扣 རྩེབ་ཚང་།
Discourage (v)	使泄气, 劝某人不做某事 ཡིད་ཕམ་པར་བྱས་པ།
Discover (v)	发现, 探索 རྟོན་པ། རྟོག་དཔྱད།
Discovery (n)	发现, 探索 རྟོན་པ།
Discriminate (v)	歧视 བྱང་གསོད།
Discrimination (n)	歧视 བྱང་གསོད།
Disease (n)	疫病 རྣད་ཡམས།
Distinguish (v)	辨别, 差别 དཔྱེ་འགྱེད།

Disturb (v)	打扰，弄乱，使心烦 དལ་འགོར་བྱས་པ།
Diverse (adj)	多样化的 ལྷ་མང་ཅན།
Diversity (n)	多样化的 ལྷ་མང་ཅན།
Domestic (adj)	国内；家用的；驯养的 རྒྱལ་ནང་། ཁྱིམ་སྤྱོད།
Download (v)	下载 སལ་ལེན།
Earn (v)	挣得，赚得 གསོག་པ།
Ecology (n)	生态，生态学 རླུང་དངོས།
Economic (adj)	经济的 དཔལ་འབྱོར།
Economy (n)	经济 དཔལ་འབྱོར།
Ecosystem (n)	生态系统 རླུང་ཁམས་མ་ལག།
Effect (n)	影响，效果 རྒྱལ་རྒྱུ།
Effective (adj)	有效的 རུས་ལྷན།
Egotistical (adj)	自大的 རང་རྩོམ།
Element (n)	要素，元素 ཆ་ཤས།
Embarrass (v)	难堪，为难 རོ་ཆ་བ། ཁ་རླུངས་པ།
Embarrassed (adj)	尴尬，难堪的 ཁ་རླུངས་པ།
Embarrassing (adj)	尴尬，难堪的 ཁ་རླུངས་པ།
Emergency (n)	紧急 རྒྱལ་བ་ཆེ་བ།
Emissions (n)	排放 བཏང་བ།
Emit (v)	排放，发出 གཏོང་བ།
Encourage (v)	鼓励 རྟིང་སྤྱལ།
Endangered species (n)	濒危物种 རྟེན་ཁར་ཐུག་པའི་སྟོན་ཆགས།
Enemy (n, adj)	敌军，敌人 དག་གོ།
Energetic (adj)	积极的，有活力，经历充沛 རྟོབས་ལྷན།
Energy (n)	能量 རུས་ཐུགས།
Entertainment (n)	娱乐 རྟོན་མོ།
Enthusiastic (adj)	热心的 རྩོལ་ཡོད་པ།
Environment (n)	环境 ཁོར་ཡུག།
Epidemic (n)	疫病 འགོས་ནད།
Equal (adj)	平等 འདྲ་མཉམ།
Equality (n)	平等 འདྲ་མཉམ།
Equipment (n)	设备，装备 རྩིག་ཆས།
Estimate (v, n)	估计，评估 ཚད་དཔག།
Ethical (adj)	道德的 རྒྱན་སྤྱོད།
Ethics (n)	道德伦理 རྒྱན་སྤྱོད་མ་ལག།
Event (n)	发生的事情，重要的事情 རོན་རྒྱུ།

Evergreen (adj)	常绿的, 常青的 ལྗང་མདོག
Evidence (n)	根据, 物证, 迹象 བདེན་དཔང་།
Evolution (n)	进化, 演变 འཕེལ་འགྱུར།
Evolve (v)	进化, 演变 འཕེལ་འགྱུར།
Excited, exciting (adj)	兴奋 རྩོམ་བས་བཏུས་པ།
Expect (v)	预料, 期待 ཡིད་ཚད། རེ་སྤྲུག
Expense (v)	经费, 费用 མ་དངུལ།
Experiment (n, v)	实验, 试验 ཚད་ལྟ།
Extinct (adj)	灭绝的 མཉམ་པ། ཚར་བ།
Extinction (n)	灭绝 ཚར་བ།
Fact (n)	真相, 事实 དོན་དངོས།
Factor (n)	因素 རྒྱ་རྒྱུ།
Fall (n, v)	下降 ལྷུང་བ། འགྲིབ་བ། གྲི་བ།
Famine (n)	饥荒 རྟོག་སྒོམ།
Fascinate (v)	使着迷 ཡིད་འཕྲོག་པ།
Fascinated (adj)	迷人的 ཡིད་འཕྲོག་པ།
Fascinating (adj)	迷人的 ཡིད་འཕྲོག་པ།
Finance (n)	财力, 财政, 资金 དངུལ་ལོ། མ་དངུལ།
Finances (n)	财政, 理财 རྩོམ་མིང། དངུལ་ལོ།
Financial (adj)	财力, 财政, 资金 རྒྱ་ཤུགས། རྩོམ་མིང། མ་དངུལ།
Financial aid (n)	助学金, 经济资助 སློབ་ཡོན་རོགས་དངུལ།
Food web (n)	食物网 བཟའ་བྱའི་དྭ་བ།
Forbid (v)	禁止 བཀག་འགོག
Forbidden (adj)	禁止的 བཀག་འགོག
Forest (n)	森林 རྟགས་ཚལ།
Forgive (v)	原谅, 宽恕 དགོང་དག བཟོད་སྒོམ།
Forgiveness (n)	宽恕 དགོང་དག
Fragile (adj)	易损的, 纤巧, 薄弱的 ཆག་སྒྲ་བ།
Freshwater (n, adj)	淡水的 འཕྱང་ཆུ།
Frighten (v)	使惊恐 འཇིགས་སྤྲུག
Frightened (adj)	可怕, 恐怖 འཇིགས་སྤྲུག
Frightening (adj)	可怕, 恐怖 འཇིགས་སྤྲུག
Fuel (n)	燃料 འབར་རྩལ།
Fundamental (adj)	根本的 རྩ་བ།
Fundamentally (adv)	根本地 རྩ་བའི་ཆ་ནས།
General (adj)	普遍的, 一般的, 总的 རྒྱུར་བཏང་།

General (n)	将军 དམག་དཔོན།
General (n)	一般来说 ཟྱུར་བཤད་ན།
Generally (adv)	大体上，通常，普遍地 ཟྱུར་བཏང་།
Generous (adj)	大方，大量，厚道 གཏོང་ཚད་ཆེ་བ།
Global warming (n)	全球变暖 སའི་གོ་ལ་ཇེ་དྲོར་འགོ་བཞིན་པ།
Goal (n)	目标 དམིགས་ལུ།
Government (n)	政府 སྲིད་གཞུང་།
Graph (n)	图表 དཔེ་རིམ།
Grassland (n)	草原 ལྗ་ཐང་།
Greenhouse gases (n)	温室气体 དྲོད་ཁང་།
Habitat (n)	栖息地 སྤོང་གནས།
Heal (v)	愈合，痊愈，治愈 རད་གསོ།
Healthcare (n)	医疗保健 རད་གསོ།
Honest (adj)	诚实的 དྲང་མོ།
Honesty (n)	诚实 གཞུང་དྲང་།
Honor (n, v)	自尊，荣誉 གཟི་བརྟེན།
Honorable (adj)	光荣的，真正的 གཟི་བརྟེན།
Humble (adj)	谦虚 ཁེང་སྦྱང་།
Humbly (adv)	谦虚地 ཁེང་སྦྱང་།
Idealistic (adj)	理想的 རེ་འདུན།
Identity (n)	身份，认同 ཐོབ་ཐང་།
Ideology (n)	主义，意识形态 རིང་ལུགས། འདུ་ཤེས་འཛིན་སྤངས།
Ill (adj)	有病的 རད་ཡོད་པ།
Illegal (adj)	非法 བྱུས་ལྡན་འགལ།
Illness (n)	病 རད།
Illogical (adj)	不逻辑的 གཏན་ཚིག་དང་འགལ་བ།
Impatient (adj)	不耐烦 ལུན་སྒྲུང་སྦྱེས་པ།
Impress (v)	给...极深的印象，印象深刻 བག་ཆགས།
Impressive (adj)	给...极深的印象，印象深刻 བག་ཆགས།
Inappropriate (adj)	不合时宜，不恰当，不相宜 མི་འོས་པ། མི་རན་པ།
Increase (v)	增长 འཕེལ་བ།
Independent (adj)	独立的 རང་མགོ་ཐོན་པ།
Industrial (adj)	工业的 བཅོ་ལས།
Industry (n)	工业 བཅོ་ལས།
Infer (v)	推论，推断 རིག་འདེད།
Inflation (n)	通胀 སྒངས་པ།

Influence (v, n)	影响 ལུགས་ཀྱིན།
Injure (v)	伤害, 受伤 མས་ཤོག་པ།
Injured (adj)	伤害, 受伤 མས་ཤོག་པ།
Injury (n)	伤害, 受伤 མས་སྐྱོན་བྱང་བ།
Insensitive (adj)	未意识到的, 漠不关心, 不顾 མ་ཤེས་པ།
Insensitivity (n)	未意识到的, 漠不关心, 不顾 མ་ཚར་བ།
Inspiration (n)	灵感 ཚར་བ།
Inspire (v)	激励, 唤起, 鼓舞 ཉིང་སྐུལ།
Inspired, inspiring (adj)	激励, 唤起, 鼓舞 ཉིང་སྐུལ།
Insurance (n)	保险 ལག་ཐེག
Intellectual (adj, n)	智力的, 知识分子 རིག་པ། ཤེས་ཡོན་པ།
Intelligence (n)	才智, 理解力 འཛོམ་ཐང་།
Intelligent (adj)	聪明的, 智能的, 明智的 རྒྱུང་གྲུང་།
Interest (n)	利益 ཁེ་ཕན།
Interest (v)	使感兴趣 སློབ་པ་ཡོད་པ།
Internet (n)	因特网 དབྱིན་ཐུང་གྱ།
Interpret (v)	阐释, 解释 འགྲེལ་བཤད།
Interpretation (n)	阐释, 解释 འགྲེལ་བཤད།
Interview (n, v)	面试, 采访 བཅར་འདྲི།
Invent (v)	发明 གསར་གཏོད།
Invention (n)	发明 གསར་གཏོད།
Invest (v)	投资 མ་རྩ་བཏང་བ།
Investment (n)	投资 མ་རྩ་བཏང་བ།
Irrational (adj)	不合理的 གནས་ལུགས་དང་མི་མཐུན་པ།
Irritate (v)	刺激, 使烦躁, 使不舒服 ཁོང་ཁྱོ་སྒངས་པ།
Irritated, irritating (adj)	烦人的 རུན་སྒྲུང་གྱེས་པ།
Judge (n)	法官 ཁྲིམས་དཔོན།
Judge (v)	判断, 判决 བདར་ཤ་གཙོད་པ།
Judgment (n)	判断, 判决 ཁྲིམས་གཙོད།
Just (adj)	公平的 འདྲ་མཉམ་གྱི།
Justice (n)	公平 འདྲ་མཉམ།
Laboratory, lab (n)	研究室, 试验室 ཚད་ལྗ་ཁང་།
Law (n)	法律 ཁྲིམས་ལུགས།
Liberal (adj)	自由党 རང་དབང་ཏང་།
Limit (n)	限制 ཚད་བཀག
Limited (adj)	限制, 有限的 ཚད་བཀག ཚད་ཡོད་པ།

Litter (v, n)	乱丢杂物 གང་སྒྲིགས་གང་འདོད་དུ་གཞུག་པ།
Live (adj)	直播 ཐང་གཏོང་།
Loan (n)	贷款 བསྐྱིལ་པ།
Logic (n)	逻辑 གཏན་ཚིགས།
Logical (adj)	逻辑的 གཏན་ཚིགས་ཀྱི།
Logo (n)	标识 མཚན་ཉགས།
Loyal (adj)	忠诚的 སློང་ཀར་པ།
Loyalty (n)	忠诚 སློང་ཀར་པ།
Machine (n)	机器 འཕྲུལ་ཆས།
Magnificent (adj)	出色的 འབྱུང་ཏུ་ཐོན་པ།
Majority (n)	多数 མང་ཤས།
Make fun of (phrasal verb)	嘲弄，取笑 འཕྱ་དམོད།
Manual (adj)	用手的，体力的 ལུས་ཤུགས།
Manually (adv)	用手的，体力的 ལུས་ཤུགས།
Marine (adj)	海洋的 རྒྱ་མཚོ་ཡི།
Market (n)	市场 ཚོང་ར།
Media (n)	媒体 རྒྱུན་མང་གཟིགས།
Medical (adj)	医疗的 རན་བཅས།
Military (n, adj)	军队，军事 དམག་དབྱང་། དམག་དོན།
Minority (n)	少数 ཉུང་ཤས།
Misfortune (n)	不幸 བག་མི་ཤེས་པ།
Modest (adj)	谦虚，朴素的 ཁེངས་སྦྱངས།
Monitor (v)	监控 ཚོད་འཛིན།
Moral (adj)	道德的，道义的 ཀུན་སྦྱོང།
Moral (n)	寓意 ཀུན་སྦྱོང།
Morality (n)	道德伦理 ཀུན་སྦྱོང་།
Morals (n)	道德，道义的 ཀུན་སྦྱོང།
Murder (n, v)	谋杀 རྒྱུག་གསོད།
Mysterious (adj)	神秘的 རྒྱུག་ཟུར།
Mystery (n)	神秘 རྒྱུག་ཟུར།
Natural resources (n)	自然资源 རང་བྱུང་ཐོན་ཁུངས།
Normal (adj)	正常的，一般的 རྒྱུན་ལྡན།
Object (v)	反对 མི་འཐད་པ།
Objective (adj)	客观的 དངོས་ཡོད།
Obvious (adj)	明显的 གསལ་བོ་ཡིན་པ།

Offend (v)	得罪 བོག་ཐུག་བཏང་བ།
Offended, offending (adj)	无礼的, 得罪的, 丧德 བོག་ཐུག་བཏང་བ།
Oil spills (n)	漏油 ལྷུ་མ་ཐིགས་པ།
Online (n)	网上, 在线的 ཏ་ཐོག
Opinion (n)	观点 ལྟ་བ།
Optimistic (adj)	乐观的 ལྷོ་ལྷང་རིང་ལྷགས།
Origin (n)	起源, 来源 མཆེད་ཁུངས།
Original (adj)	最初的, 原作的, 独创的 གདོད་མ། མ་ཡིག།
Original (adj)	独创的, 创意 གདོད་མ།
Originate (v)	起源, 来源 མཆེད་ཁུངས།
Out of control (adj)	失控 ཆོད་འཛིན་ཁྱེད་མི་རུས་པ།
Outcome (n)	结果 མཐུག་འབྲས།
Overconsumption (n)	消费过多 ཆད་བཟུལ་གྱི་མཛད་སྤྱོད།
Overfishing (n)	捕捞过度 ཉ་སྐྱུ་འཛིན་རྒྱ་མང་དྲགས་པ།
Overpopulation (n)	人口过多 མི་གངས་ཆད་ལས་བཟུལ་བ།
Pain (n)	疼痛 ར་ལྷག
Painful (adj)	疼痛的 ར་ལྷག་ཆེ་བའི།
Paragraph (n)	段落 དུམ་ཚན། ཚན་པ།
Patient (adj)	耐心的 བཟོད་སེམས་ལྡན་པའི།
Peace (n), peaceful (adj)	和平 ཞི་བདེ།
Perseverance (n)	恒心, 毅力 བཙུན་འགྲུས། ལྷིང་ལྷས།
Persevere (v)	恒心, 再接再厉 ཏུར་བཙུན། ཏུར་ཐག་འབད་ཐག
Persuade (v)	说服 གོ་སློན་སྒོ་འགྲུག
Persuasive (adj)	说服力的 གོ་སློན་སྒོ་འགྲུག
Pessimistic (adj)	悲观的 ལྷོ་ལྷང་རང་ལྷགས།
Philosophy (n)	哲学 མཚན་ཉིད་རིག་པ།
Pointless (adj)	无意义的, 无畏 རོན་མེད། ཉོག་གཏམ།
Policy (n)	政策 སྤྱིད་ལུས།
Political (adj)	政治的 ཆབ་སྤྱིད་ཀྱི།
Politics (n)	政治 ཆབ་སྤྱིད།
Pollution (n)	污染 འབག་བཙོག
Poverty (n)	贫穷 དབྱུང་བོ།
Power (n, v)	能量, 力量 ལྷོབས་ལྷགས།
Practical (adj)	实践的, 实用, 有实际经验的 བཞོལ་སྤྱོད་ཆེ་བའི།
Precipitation (n)	降水 གུངས་ཀ རལའ་དབྱགས་སྐྱུ་མའ་འབྱིབ་པ།

Predator (n)	捕食[ཁ་བས་འཚོལ་བ།]
Predicament (n)	困境[དཀའ་རྒྱུན།]
Pregnancy (n)	怀孕, 孕期[སྐྱུ་མ་མ།]
Pregnant (adj)	怀孕[མངལ་སྐྱུ་པ་འི།]
Pressure (n, v)	压力 [གཞོན་ཤུགས།]
Prevent (v)	阻止, 防止 [འགོག་རྒྱུན།]
Prevention (n)	预防 [སྔོན་འགོག།]
Prey (n)	捕获, 猎物 [རྔོན་པ།]
Pride (n)	自豪, 傲慢 [ང་རྒྱལ།]
Principle (n)	正直, 原则 [ཅུ་དོན།]
Priority (n)	优先, 重要, 重视[མཐོང་ཆེན།]
Private (adj)	私人的[ཁི་སྒྲེར་གྱི།]
Probable (adj)	可能的, 也许
Procedure (n)	程序, 步骤 [གོ་རིམ། ལས་རིམ།]
Produce (v)	促成, 产生 [ཐོན་སྐྱེད།]
Producer (n)	生产者; 制片人 [ཐོན་སྐྱེད་བྱེད་མཁན།]
Profess (v)	表明, 声称, 宣称
Profit (n, v)	利润, 获益 [ཁེ་ཕན།]
Program (n)	程序 [ལས་རིམ། གོ་རིམ།]
Progress (n, v)	进步 [འཕེལ་རྒྱལ། ཡར་ཐོན།]
Proposal (n)	提议, 提出, 提案 [རེ་བྲ། སྟན་བྲ།]
Propose (v)	提议, 提出, 提案[རེ་བྲ། སྟན་བྲ།]
Protect (v)	保护[སྲུང་སྐྱོབ་བྱེད་པ།]
Protection (n)	保护[སྲུང་སྐྱོབ།]
Proud (adj)	自豪的[ང་རྒྱལ་ཆེ་བའི།]
Provide (v)	提供, 供应 [མཁོ་འདོན།]
Psychologist (n)	心理学家[སེམས་ཁམས་རིག་པ་བ།]
Psychology (n)	心理学[སེམས་ཁམས་རིག་པ།]
Purpose (n)	目的, 目标[དམིགས་ཡུལ།]
Put into practice (idiom)	实施[ལག་བསྟར།]
Race (n)	种族 [རིགས་རྒྱུད།]
Racial (adj)	种族的[རིགས་རྒྱུད་རང་བཞིན་གྱི།]
Rare (adj)	罕见的 [དགོན་པོ།]
Rational (adj)	合理的 [དོན་མཐུན།]
Realistic (adj)	现实的, 实际的 [དངོས་ཡོད།]

Reassure (v)	使安心 སེམས་བདེ་བར་བྱེད་པའི།
Reassured (adj)	让人安心的, 宽心 ལྷོད་གཡེང་། བག་ཐེབས།
Reassuring (adj)	让人安心的, 宽心 བག་ཐེབས་པའི།
Recycle (v)	回收利用 བསྐྱར་བཞོད།
Reject (v)	不接受 ཅོས་ལེན་མི་བྱེད་པ།
Relieve (v)	减轻 ཇི་ཡང་།
Relieved, relieving (adj)	减轻, 宽心 ཇི་ཡང་དུ་གཏོང་བའི། ཆོས་ལུགས།
Religion (n)	宗教 ཆོས་ལུགས།
Religious (adj)	宗教的 ཆོས་ལུགས།
Rely on (v)	依靠, 依赖, 信赖 བརྟེན་པ།
Renewable (adj)	可再生的, 可更换的 ཡང་བསྐྱར་བཞོལ་ཆོག་པ།
Represent (v)	表示, 体现 མངོན་ཚུལ།
Research (n, v)	研究, 调查 ཞིབ་འཇུག ཞིབ་གཤེས།
Resourceful (adj)	智者, 足智多谋, 机智 སྤྱང་གྲུང་ལུན་པ།
Respect (n, v)	尊敬, 尊重 བརྩི་བཀྱར།
Respectful (adj)	恭敬的, 尊敬的 བཀྱར་འོས་པའི།
Ridiculous (adj)	荒谬的 དགོད་བློ་བའི།
Rise (n, v)	上升, 兴起 མཐོ་སྒྲོལ་པ། ཡར་ཐོན།
Risk (n, v)	风险, 冒险 ཉེན་ཁ།
Run out (phrasal verb)	用完, 耗尽 འཛད་ཆར་བ།
Satire (n)	讽刺 ཟུར་ཟ། ཙཱ་འདྲི།
Satirize (v)	讽刺, 讥讽 ཟུར་ཟ་བྱེད་པ།
Satisfying (adj)	令人满意的 ཡིད་ཚུམ་པ།
Scandal (n)	丑闻 གནས་ཚུལ་ངན་པ།
Sensible (adj)	懂事, 正当 བསམ་ཤེས་པ།
Sensitive (adj)	善解人意的, 名感的, 感情 ཆར་སྒྲུང་ཐབ་པའི། རྣཾ་ཆར།
Sensitivity (n)	名感性, 感情 ཆར་བ་རྣཾ་པོ།
Separate (v, adj)	隔离, 分开的, 单独的, 分局 ཁ་འཐོར་བའི། ཁ་བྲལ་བའི།
Severe (adj)	严重 ཆབ་ཆེན།
Shock (v)	震惊, 震慑 ཏུ་ལས་པ།
Shocking, shocked (adj)	骇人听闻, 令人吃惊 གཞན་སེམས་སྒྲུལ་པའི།
Significance (n)	意义 དོན་སྙིང་།
Significant (adj)	意义的 དོན་སྙིང་ལུན་པའི།
Situation (n)	情况 གནས་ཚུལ།
Skeptical (adj)	怀疑的 རྟོག་སྒྲོང་།

Slave (n)	奴隶 བླ་མ་གཞིག་
Slavery (n)	奴隶制 བླ་མ་གཞིག་ལམ་ལུགས།
Slogan (n)	口号，标语，短语 འབོད་སྒྲ། མཛད་འབོད། ཁ་གཡང་། གསུང་ཚིག་
Social (adj)	社会的，社交的，群居的 རྒྱུ་ཚགས་ཀྱི་
Society (n)	社会 རྒྱུ་ཚགས།
Software (n)	软件 རྩིས་འཁོར་སོགས་ཀྱི་མཉེན་ཆས།
Species (n)	种 (for living things) རིགས།
Specific (adj)	具体，特定 ཞིབ་ཐུ།
Specifics (n, pl)	细节 ཞིབ་ཐུ།
Stable (adj)	稳定的 བརྟན་པོ།
Stingy (adj)	吝啬的 སེར་སྒྲ་ཆེ་པ།
Strength (n)	优点，力气，力量 སྟོབས་ལྷན་ལུགས།
Study (n)	研究 ཞིབ་འཇུག་
Subjective (adj)	主观的 རང་ངོས། རང་ཤེད།
Success (n)	成功 རྒྱལ་ཁ།
Successful (adj)	成功的 རྒྱལ་ཁའི།
Support (n, v)	支持，帮助，资助，支援 རོགས་རམ། རོགས་འདེགས།
Supportive (adj)	支持的，帮助的 རྒྱབ་སྐྱོར། རོགས་རམ།
Surprising, surprised (adj)	意外的，吃惊的 རོ་མཚར་བའི། ཏ་ལས་བའི།
Suspicious (adj)	可疑的 ཐེ་ཚོམ་ཟ་བའི།
Symbol (n)	象征，符号，标志 མཚན་ཉགས།
Symbolize (v)	象征，代表 མཚན་ཉགས། མཚན་བྱེད།
Symptom (n)	症状，征兆 རྟན་ཉགས།
Tax (n, v)	税 ཁྲལ། བྱ་ལག་
Technology (n)	技术，工艺 ལག་རྩལ། རྒྱ་རྩལ།
Terrorism (n)	恐怖（主义） འཛིགས་སྒྲུལ་ རྩིང་ལུགས།
Theft (n)	盗窃 རྒྱུ་འཕྲོག་
Theme (n)	主体，主旋律 བརྗོད་གཞི། བརྗོད་སྒྲིང་།
Theory (n)	理论 གཞུང་ལུགས་
Thief (n)	小偷 རྒྱལ་མ།
Thrifty (adj)	节俭的 རྩོན་ཆུང་།
Tolerance (n)	容忍，忍受，忍耐力 བཟོད་བསམ། བཟོད་སྒོམ།
Tolerant (adj)	宽容的，容忍的 སྐམ་བསྐྱེད། ཁུ་ཡངས་བའི།
Tolerate (v)	容忍，忍受 བཟོད་སྒོམ།
Tone (n)	格调，语气 མཛད་གདངས།

Tradition (n)	传统སྐྱུལ་རྒྱུན།
Traditional (adj)	传统的，正宗སྐྱུལ་རྒྱུན་གྱི།
Tragedy (n)	不幸，悲剧སྐྱོད་དོན།
Treat (v)	医治；对待；处理；礼遇 རྒྱུ་གསོ། རྒྱུ་ལེན།
Treatment (n)	治疗；对待 རྒྱུ་བཅོས། རྒྱུ་ལེན།
Triumph (n, v)	巨大的成功བྱ་བཞག་རྒྱབས་ཆེན།
Tropical rainforest (n)	(热带) 雨林 རྒྱུ་ལྷོ་ཆར་ནགས་ཁུལ།
Tundra (n)	冻原 འབྲུག་སྐྱོན།
Underline (v)	花线于...之下 ཆད་ཐིག་གི་འོག་ཏུ་སྦྱང་བ།
Unrealistic (adj)	不切实际的 རྣོན་དངོས་མིན་པའི།
Unreliable (adj)	不可靠的 ཡིད་ཆེས་དགའ་བའི།
Upside-down (adj)	倒置，颠倒 མགོ་མཐུག་ཕྱོག་པ།
Useful (adj)	有用的 བཀོད་རྒྱ་ཆེ་བའི། ཕན་ཐོག་ཆེ་བའི།
Useless (adj)	无用的，徒劳的，无能的 བཀོད་རྒྱ་མི་ཆེ་བ།
Value (n)	价值观念，重要性 རིན་ཐང་ལྟ་ཚུལ།
Value (n, v)	价值观念，重要性 རིན་ཐང་། རྣོན་སྦྱང་།
Value (v)	重视，给...估价，有益 རིན་ཐང་གཙོད་པ།
Violence (n)	暴力དྲག་ཤུགས།
Violent (adj)	暴力 དྲག་ཤུགས་ཅན་གྱི།
War (n)	战争དྲམག་འབྲུག།
Waste (v, n)	浪费 འཕྲོ་ལྷག།
Weakness (n)	缺点ཞན་ཆ།
Website (n)	网站 དྲ་གནས།
Wetland (n)	湿地，沼泽 རྗེང་བུ། རྩ་རྗེང་།
Worried, worrying (adj)	担心，忧虑 སེམས་ཁུལ། སེམས་སྡུག།
Worry (v)	担心 སེམས་ཁུལ།
Mental (adj)	精神的，心里的
Physical (adj)	身体的，物理的
Abuse (v/n)	虐待
Imaginary (adj)	想象中的
Wound (n, v)	伤口，是受伤 མ་ཁ།